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TEACHER PERCEPTIONS OF THE CULTURAL
GOAL IN SECOND-LANGUAGE TEACHING

by



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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled TEACHER PERCEPTIONS OF THE CULTURAL GOAL IN SECOND-LANGUAGE TEACHING submitted by CLAUDETTE TARDIF in partial fulfilment of the requirements for the degree of Master of Education.

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A mes enfants

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ABSTRACT

The purpose of this study was to determine the perceptions French second-language teachers have concerning the whole area of culture as it relates to language teaching. More specifically, the study focused on the following seven areas of concern: 1) the culture-consciousness of the teacher, 2) teacher perceptions of the term "culture", 3) teacher perceptions of the inclusion of a cultural component in second-language teaching, 4) the actual teaching of culture in the classroom, 5) teacher satisfaction with the way culture is handled, 6) teacher suggestions for cultural content and 7) obstacles affecting the teaching of culture.

A questionnaire, designed by the investigator, was given to the secondary French teachers in the Edmonton Public and Separate school systems during the 1976/77 school year. From the 122 teachers qualifying for participation, 110 completed questionnaires were obtained. A nonparametric statistical procedure was used to obtain frequency counts and proportions for each item of the questionnaire. Items were grouped into sub-tests and reliability coefficient alphas were calculated for four of the areas of concern.

The following main conclusions can be drawn from this study:

1. The majority of teachers do not participate in the

cultural life of the people whose language they are teaching. They are slightly more concerned with exposing their students to French culture than they are with participating in the culture themselves.

2. There is almost unanimous agreement among teachers that culture be defined in the anthropological sense of the term as opposed to the traditional, civilizational sense.
3. Teachers are committed to the idea that in a second-language program cultural objectives should be formulated by the classroom teacher and by the Department of Education.
4. Though teachers profess an interest in and a certain commitment to a cultural goal, they are not teaching culture as an integral part of their second-language program.
5. Little classroom time is given to the teaching of culture. This is particularly true with respect to French-Canadian culture. Few teachers spend any time familiarizing their students with the activities and the organizations of Franco-Albertans.
6. The cultural themes cited as being most frequently used in the classrooms are ones dealing with a study of the French people in France. Teachers appear, however, to be gaining sensitivity to the need for an increase in cultural content dealing with French-Canada.
7. There is a lack of consensus among teachers regarding:

a) the reason(s) why culture should be included, b) cultural evaluation in a classroom setting and c) satisfaction with the way they teach culture in the classroom.

8. Teachers are generally dissatisfied with the quantity and the quality of cultural content present in the textbook/programs in use.

9. Teachers identify the lack of classroom time, of preparatory time, of adequate resource material and of programs geared towards a cultural goal as main obstacles in the effective implementation of a cultural component.

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Chapter One

THE PROBLEM

Introduction

Attention to the teaching of culture is not a new development in the history of the teaching of a second language. The relationship of language and culture has traditionally been recognized by the second-language teacher. Kelly (1969) in his book 25 Centuries of Language Teaching states that the transmission of culture according to the traditional, civilizational concept has generally been considered one of the aims of second-language education, although these aims may have been more implicit than explicit.

The new approach to the teaching of foreign languages which came about after World War II brought, among other things, an emphasis on cultural content as an integral part of teaching. Culture underwent a change in meaning and so did its relationship to language teaching. The foreign-language teacher is now urged to consider culture in the anthropological sense rather than in the civilizational sense of the word when considering content to be conveyed. As well, there is a shift towards a more explicit cultural orientation in second-language teaching. Culture has come

to be regarded as an integral rather than simply an incidental part of language teaching.

Every language identifies the environment where it has developed and cannot truly exist outside it. Fries (already in 1945) emphasized that every language is inextricably integrated to the whole life experience of one's mother tongue. The extent to which language is an integral part of a people's culture is exemplified by the difficulties missionaries sometimes encountered in trying to convert remote populations to Christianity (Kaulfers, 1954). The phrase "give us this day our daily bread" holds no meaning for the Eskimos who eat no bread. Kaulfers points out that had the missionaries substituted words such as: walrus, polar bear or deer for the word bread Eskimos would have better grasped the meaning missionaries were trying to convey. He summarizes "...an expert command of a second language always requires a thorough understanding of the attitudes, likes, dislikes, customs and standards of values of the people" (Kaulfers, 1954: 82).

Lado (1963) expressed the idea that language cannot develop in a vacuum. Language is both a component of culture and the means by which the other components (values, ideas, customs) are expressed. The meanings of lexical items as well as whole utterances can only be grasped when put against the backdrop of a cultural context. Even simple words such as "bread", "wine",

"house", "teacher" have a cultural context. They mean different things in different cultures. To ignore their cultural implications and importance would lead not only to a misconception of the meaning of the words, but also to an ignorance of when, how, and in what circumstances the word is used. There is no one-to-one correspondence in meaning when translating from one language to the other. Translation per se cannot account for a people's attitudes, values, and lifestyles associated with a concept a particular word represents.

True communication will be restricted if only the linguistic features of a language are taught. Hockett (1954) points out that "the practical task of learning or teaching a foreign language cannot be successfully performed in an ethnographic vacuum" (Hockett, 1954: 109). Politzer (1954) in his Report of the Fifth Annual Round Table Meeting on Linguistics and Language Teaching "...concludes that if we teach language without also teaching the culture in which it operates, then we are teaching meaningless symbols, or symbols to which the student attaches the wrong meaning" (Politzer, 1954: 101). The teaching of language and the teaching of culture are intimately related.

The intimate link of culture and language lays on the teacher a responsibility to teach culture as well as language. Nostrand (1974) states that it involves a new

social role for the teacher - a new meaning of what it is to be a language teacher. It involves the formation of appropriate cultural attitudes by the teacher and knowledge of the people whose language he is teaching. As Andersson (1972) expressed, "...the modern language teacher of the future will be expected to have as great cultural as linguistic sophistication" (Andersson, 1972: 5).

Need for the Study

The French Curriculum Guide (1974) of the Province of Alberta states that the long range goals in the study of modern languages are cultural understanding and effective communication. It is becoming increasingly apparent that in order to communicate effectively with a native speaker of the language, a knowledge of his culture is needed in addition to linguistic skill. Besides knowing how to say something in the target language, the learner needs to know under what circumstances it can be said, to whom it can be said and how it will be interpreted by the native speaker. As Tucker and Lambert (1972) put it:

The development of 'communicative competence' in a foreign language involves much more than the mastery of speaking that language. It also involves developing an awareness of, and sensitivity toward, the values and traditions of the people whose language is being studied (Tucker and Lambert, 1972: 26).

Thus, the cultural goal in second-language teaching should be of prime importance.

More specifically, The French Curriculum Guide (1974) lays out two cultural objectives. The students should be able:

1. to understand the values and behaviour patterns of the people whose language is being studied.
2. to appreciate the contributions made to civilization by these people (p.5).

Though the cultural aim in second-language teaching is now being stated in explicit terms in a curriculum guide and is being advocated in the literature of the field, it appeared that it would be interesting to determine the perceptions teachers of French as a second language have of the whole area of culture as it relates to language teaching.

One of the recommendations stated in The Alberta Modern Language Study (1975) is:

The rationale for the goal of cultural awareness and objectivity needs to be discussed and the goal itself disseminated more widely. It is obvious that either this has not happened, and that many teachers are unaware of its changed emphasis in the French program, or else this goal is rejected by teachers at the upper grade levels who are pressed for time. In either case, some action needs to be taken (Parker, 1975: 14.7).

The importance of cultural teaching was emphasized by Nostrand (1966) who stated that "enlightened language teaching today shows gratifying progress in all its component parts except one: the teaching of the foreign cultural context" (Nostrand, 1966: 1). An examination of the state of the art in transmitting the culture of the second language will follow in chapter two.

Purpose of the Study

The purpose of this study is to assess how teachers perceive the cultural goal in second-language teaching.

More specifically, answers are sought to the following questions:

1. How culture-conscious is the teacher of the target culture?
2. What do teachers perceive as culture in second-language teaching?
3. How do second-language teachers perceive the inclusion of a cultural component in second-language teaching?
4. Are teachers teaching culture in the classroom?
5. Are teachers satisfied with the way: a) the cultural component is being handled by them in the classroom? b) the cultural component is being handled in the textbook/program used?
6. What would teachers like to see included as part of the cultural component in second-language courses?
7. What obstacles in the teachers' view tend to hinder the effective teaching of culture?

Definition of Terms

For the purpose of this study the following definitions will apply:

Culture - the sum total of the patterned ways of life of a group of people. The term is not used to imply high or low attainments, nor does it designate the stage of civilization of any race or group. Culture is learned behavior in that it is patterned and transmitted according to membership among a particular group of people. Culture defined as the patterned ways of life of a group of people represents the anthropological concept of culture.

Civilization - the achievements of a group of people; in other words, the outstanding achievements in art, music, architecture, literature, science and technology. Civilization is considered as one aspect of culture.

Cultural component - those aspects of behavior characteristic of the target culture which are inherent in or associated with the linguistic content of the second-language program.

Language-in-culture - the term "language-in-culture", which was coined by Hockett (1950), will be used to refer to the interdependence that exists between language and culture.

Language is not viewed as distinct from other cultural systems but as part of the whole. Rather than speaking of "language and culture", Hockett states: "We ought to speak of language in culture or of language and the rest of culture" (Hockett, 1950: 113).

Linguistic Skill - the term "linguistic skill" refers to the ability of using orally and in the written form the elements of language: phonology, spelling, morphology, syntax and lexicon of the language. The term does not necessarily imply ability to communicate effectively with native speakers of the language.

Communicative Skill - the term "communicative skill" refers to the ability to make oneself understood by native speakers of the language so as to be culturally and socially acceptable to them. This implies not only knowledge of the linguistic features of the language but also a knowledge of how to say what to whom, when, where and why.

Social - the term "social" refers to the interaction that takes place between two individuals or groups of individuals.

Cultural - the term "cultural" will refer to the manner of the social interaction. Where behavior is affected by the

patterned ways of behavior existent in the society of which they are a part, then an individual's social behavior is influenced by a cultural factor.

Assumptions

For the purpose of this study, it is assumed that:

- 1) Teacher perceptions of the cultural goal in second-language teaching can be measured by paper-and-pencil multiple-choice format items.
- 2) The questionnaire used for this study possesses the degree of validity and reliability necessary.
- 3) The subjects are able to understand the items in the questionnaire.
- 4) The subjects who did not respond to the questionnaire do not represent a special sub-group of the population.

Having stated the problem and the need for the study in Chapter One, Chapter Two will review the literature. In Chapter Three the design of the study is given and Chapter Four includes an analysis and discussion of the data. Finally, in Chapter Five conclusions, implications and suggestions for further research are given.

Chapter Two

REVIEW OF THE LITERATURE

A thorough review of the literature did not reveal any studies dealing with the specific topic "Teacher Perceptions of the Cultural Goal in Second-Language Teaching". There are, however, many references to the general topic of culture and second-language teaching and particularly language as a component part of culture. The review of the literature is divided into three parts:

1. Definition of Culture and History of the Concept
2. Relation between Language and Culture
3. Language-in-Culture and Second-Language Teaching

Definition of Culture and History of the Concept

The concept of culture is difficult to define clearly as it has meant different things to different people depending on the time, the locality and the type of society considered. Culture is furthermore a value-laden term. As Hall (1959) stated: "It lacks the rigorous specificity which characterizes many less revolutionary and useful ideas" (Hall, 1959: 42). Kroeber and Kluckhohn (1952) in Culture: A Critical Review of Concepts and Definitions undertook to review one hundred and sixty-four definitions of culture. Their investigations revealed that the history

of the concept of culture is interwoven with that of civilization. According to Kroeber and Kluckhohn, the historical development of the concept of culture can be subdivided into roughly three phases.

Initially, culture and civilization were used as near-synonyms. Webster's Second International Dictionary (1956) defines each one in terms of the other. Culture is said to be a particular state or stage of advancement in civilization. Civilization is called an advancement or a state of social culture. This circular definition may be due in part to the fact that "civilization" is a much older word than "culture" in both the French and the English language. In Latin and in all Latin-based languages, culture has as its most generic sense the meaning of civilization, i.e., how man developed through time in all the continents and the degree to which cultivation has progressed. This basic idea of degree to which cultivation had progressed was first applied to individuals, i.e. "c'est un homme cultivé".

A second phase in the history of the concept came about in Germany. The Germans maintained a distinction between Kultur and civilization. Kultur in the German sense was a condition or achievement possessed by society. It was not individual. To them, civilization was the ennobling, the increased control of the elementary human impulses by society. Culture, on the other hand, was the control of

nature by science and art.

Finally, culture came to have its modern meaning in about 1850 with the works of Klemm, the ethnographer, and Burckhardt, the culture historian. They tended toward using the inclusive term Kultur rather than making the contrast between culture and civilization. Tylor (1871) introduced this new meaning of Kultur in English in his book Primitive Culture. He states:

Culture, or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society (Tylor, 1871: 1).

Tylor's definition has had a real impact on all of those who consider culture (anthropologists, linguists, sociologists etc.). It can be said that Tylor's definition formed the basis for the present day anthropological concept of culture. He was one of the first to view culture as a comprehensive totality and to enumerate aspects of culture content. Culture is not civilization though civilization is a part of culture.

By synthesizing the one hundred and sixty-four definitions of culture which they reviewed, Kroeber and Kluckhohn (1952) formulated a description of culture:

Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attained values; culture systems may be considered as products of action or as conditioning influences upon further

action (Kluckhohn, 1962: 73).

Though there are many different emphases given by those who would define culture in the anthropological sense, most would agree that the key concept is that of custom or social heritage which provides patterns for living for a group of people. Culture regulates our lives. From the moment we are born until we die there is constant pressure upon us, whether it be conscious or unconscious to follow certain types of behavior that have been transmitted to us by the group of people among whom we live. As Kluckhohn (1962) put it: "Culture is our social legacy, as contrasted with our organic heredity" (Kluckhohn, 1962: 25).

Sapir (1924) in the article "Culture, Genuine and Spurious" uses the word culture in three main senses:

- 1) culture is technically used by the ethnologist, and culture-historian to embody any socially inherited element in the life of man. Sapir would call this civilization.
 - 2) culture refers to a rather conventional idea of individual refinement - "cultured person".
 - 3) culture refers to those general attitudes, views of life, and specific manifestations of civilization that give a particular people its distinctive place in the world.
- Sapir labels two and three as genuine culture.

The definition given to culture by anthropologists means not only the "best" of a people, considered as

civilization, but the "all" of a group of people. Brooks (1968) captures the distinction between the anthropological concept of culture and the civilizational concept of culture with his terms formal and deep culture, both subsections of what he terms "culture 4". Formal culture, according to him, refers to the best achievements of a group; while deep culture pertains to the group's sum total way of life. Politzer (1971) makes a similar distinction when he writes that culture with a capital "C" represents the outstanding achievement of a particular people, whereas culture with a small "c" represents the learned and shared behavior of the individuals of a given community including all institutions or products of human activity of a given group.

In a more recent article, Brooks (1971) analyzes "culture 4" in a somewhat similar fashion though he uses different terms. He states that people lead their daily lives according to patterns of thought and action, of belief and behavior derived from two ultimate sources. He calls one source of that culture Olympian, the other Hearthstone. Olympian culture is composed of such elements as theatre, ballet, the arts, literature, classical music, etc. As the name Olympian would suggest, it represents an aspect of culture that a group of people likes to present to the world with great pride of achievement. The elements of Hearthstone culture are very different. The very term Hearthstone suggests something primitive, elemental, close

to the heart, something which is common to all members of a particular group. The indelible stamp which is left on every individual by his membership in a group of people is called Hearthstone culture. When an individual learns the language of his group, when he learns what kinds of behavior are acceptable or unacceptable, when he learns how to work, how to play, how to laugh, how to win approval and respect among his group, he is participating in Hearthstone culture.

For the purposes of this study, culture will be defined as the sum total of the patterned ways of life of a group of people. Though this definition is brief, it adequately epitomizes all the definitions of culture that have been expounded in this study.

Relation between Language and Culture

The role of language in a culture is difficult to isolate. There are three schools of thought concerning the relationship between language and culture:

1) language influences culture, 2) culture influences language, 3) language and culture are inter-dependent. Though the attribution of causality is a non-issue for the teacher of second-languages, it is important that the teacher have a clear perspective on how language relates to culture.

The first school of thought is based on the writings

of Sapir and Whorf. The central idea of the Sapir-Whorf hypothesis is that language functions not merely as a device for reporting experience, but also, and more importantly as a way of defining experience for its speakers (Holjer, 1963: 93). They argue that a person's linguistic system or grammar orients his perception and interpretation of the surrounding reality in a way characteristic of the group to which he belongs. Just as a computer is programmed, so a man's perception of the world about him is programmed by the language he speaks. Sapir (1929) states:

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group (Selected Writings of Edward Sapir, D. Mandelbaum (ed.), 1951: 308. Essay reprinted from Sapir, E. Language, 5, 1929).

By studying the linguistic patterns of the Hopi language, Whorf found that their language forces them to see reality in a way which differs from that of other language groups. For example, they have no verbs which divide time into past, present or future. He states that:

The concepts of "time" and "matter" are not given in substantially the same form by experience to all men but depend upon the nature of the language or languages through the use of which they have been developed (Whorf, 1956: 156).

The forms of a person's thoughts are controlled

unconsciously by the linguistic patterns of a language. Each language channels and shapes the thought of its speakers. Thus, in the Sapir-Whorf hypothesis language influences perception which in turn influences culture.

The main proponent of the second school of thought is Franz Boas (1922). He believes that linguistic forms are moulded by the state of culture rather than culture being conditioned by morphological traits of the language. As an example, he cites the fact that generalized forms of expression are not used in certain Indian languages. This does not prove inability to form them, but merely proves that the mode of life of the people is such that they are not required. He also gives an example of how a simple concept can take on a variety of word forms in different languages. In the Eskimo language, the concept snow is manifested by an array of terms. One term will mean "snow on the ground", another will mean "falling snow" and yet another will mean "snowdrift", etc. Boas takes this to mean that selection of terms depends upon the chief interests of a people. Because of their particular geographical and cultural state, the Eskimos have a need to develop a variety of words to denote different types of snow. In other cultures, a single term for the phenomenon snow will suffice.

A third school of thought has developed more recently. Some authors feel that language and culture are

interdependent. Chafe (1963) has written that language bears the same relationship to culture as the part does to the whole. Holjer (1948) feels that language is a part of culture. To go back to Tylor's (1871) definition, it is one of the many "capabilities acquired by man as a member of society". Holjer (1948) and Hockett (1950) do not favour the way we speak of language and culture. They feel that the two concepts cannot be separated. We ought to speak of language in culture or of language and the rest of culture.

Language in Culture and Second-Language Teaching

How does the relationship between language and culture transpose itself into the second-language classroom? Whether language influences culture or culture influences language is not an issue for the second-language teacher. The important issue stems from their interrelatedness. If we consider culture to be the total set of habits which are learned by the members of a particular group of people, then language can be regarded as being one of the subsets of those habits. Bloomfield's (1945) comment that "every language serves as the bearer of a culture" is very à propos (Bloomfield, 1945: 625). When the aim is to teach a second language, language undoubtedly is given more importance than the other components of culture (ideas, values, morals, customs). However, language should not be isolated from the other components of culture - each being related to each of the others. Cultural content is embedded

in language and therefore has its place in the second-language program. Cultural content must be treated as an integral part of second-language instruction and it is part of the teacher's job to help the students discover the cultural component in the linguistic component.

In the second-language teaching/learning situation, culture may be regarded as that knowledge of the patterned ways of life of the target people that would enable a student of a given target language to communicate effectively with native speakers in typical situations. Effective communication may be restricted if language is taught as an entity separate from culture since the form is only part of the whole message which depends on the cultural context in which it takes place. Zintz (1971) makes the point that in order for students to communicate effectively with native speakers of another language, culture must be taught. "Culture represents communication, and without culture there can be no communication" (Zintz, 1971: 7).

It should be noted that language is only one of the means of communication shared by a group of people. To communicate effectively, a learner of a second-language must also be familiar with the para-linguistic system of the new language, i.e. the proper intonation and accent and also with the kinesics system, i.e. the proper gestures, etc. Brault (1963) expresses the idea that usage of the

correct intonation and the correct facial expression or body movement is under certain circumstances indispensable to proper interpretation of the spoken word.

One of the recommendations in The Report by the 1965 FLES Committee of the American Association of Teachers of French is that the foreign culture must be deliberately taught. Teachers should not take for granted that students will perceive and/or understand the cultural implications of a particular word, sentence or gesture. Underlying assumptions have to be spelled out so as to avoid the risk of having students misinterpret meanings or attach their own cultural concepts to those of the target culture.

Nostrand (1966) states that there are two basic objectives in teaching culture: cross-cultural communication and cross-cultural understanding. Let us examine the first objective: cross-cultural communication.

As stated earlier, language and culture are interdependent, with language being a component of culture. Linguistic units can only be fully understood in their cultural context. Therefore, a knowledge of the culture of which a language is a part is indispensable for cross-cultural communication. As Hannerz (1973) states: "It is not enough for a person to be able to produce grammatical sentences; one must also know when they are contextually appropriate" (Hannerz, 1973: 238). When the learner puts his newly acquired language to use, he soon discovers that

there are overtones of meaning that are not captured only by developing skills in grammar or lexicon. An example of this would be the learner saying "Comment vas-tu?" instead of "Comment allez-vous?" to an older unknown member of a French community. There are many other patterns of culture-bound behavior similar to the example given which may be expected to be known if optimal cross-cultural communication is to take place. These include, at an introductory level, greetings, introductions, apologies, congratulations and condolences.

A study of the three systems (linguistic, paralinguistic, kinesics) intertwined with a knowledge of the way of life of a group of people may reduce the culture shock which may occur when visiting the target country.

It is easy to appreciate the importance of the second objective: cross-cultural understanding. In our highly technological society, where it is possible to travel from Edmonton to London and Paris in eight hours and Tokyo in twelve, the physical distance between two groups of people has been dramatically reduced. As a result, people from different cultures are frequently being exposed to meeting one another. It is therefore imperative that people try to understand diverse attitudes, values and feelings. All too often, a person of one culture may respond to a foreign culture in terms of the values and norms of his own culture, that is to say, ethnocentrically.

The importance of the learner's attitudes towards the target culture is an important factor to be considered in successful second-language learning. Tucker and Lambert (1972) point out that there are two independent sources of influence which are important in successful second-language study. These are 1) linguistic ability and 2) attitudes and motivational orientation toward the group speaking a foreign language, and its culture.

House (1973) expresses the idea that "it is unrealistic to aim at anything like acculturation in a foreign language classroom; the most realistic goal might be the attitude of a sympathetic, understanding observer or outsider" (House, 1973: 59). Nostrand (1966) terms it a "welcome stranger". This attitude is likely to resemble more an "integrative orientation" than an "instrumental" one, to use Lambert's terms (Lambert, 1967). An integrative orientation, i.e. a desire to learn another language so as to be accepted by another cultural group or to learn more about the other cultural community, has been proven to be significantly correlated with students' proficiency in the target language (Spolsky, 1969). Lambert (1967) states that "...it was clear that students with an integrative orientation were more successful in learning French than were those with instrumental orientations" (Lambert, 1967: 103) and that especially those skills required for communication were determined by the measure of integrative

motivation.

Though some students are integratively motivated, it is obvious that many students enroll in a second language for instrumental reasons. What can the teacher do to foster this integrative motivation which is conducive to successful communication in the target language? Relating the study of the elements of a language with the culture of the language users may lead students to a more integrative type of orientation. If students are made aware of the way of life of the people whose language they are studying, they will perhaps develop a tolerance and an appreciation of the other culture and may become interested in learning the language so as to communicate with members of that language group.

An important side-benefit which may arise from the study of another way of life is the appreciation one gains of one's own culture. A study of a foreign language and its culture will lead students to pick out similarities and differences which exist between their own culture and the target culture. In this way they may acquire a sense of cultural relativism. The student's world view perspective may become more objective while seeing two sides to a coin. He may gain the capacity to understand strange things in his own culture, as well as in foreign cultures, in an objective way. Ferish (1968) states: "The glass through which other cultures are viewed serves not only as a

window; it serves also as a mirror in which each can see a reflection of his own way of life" (Fersh, 1968: 134).

To the two broad objectives, cross-cultural communication and cross-cultural understanding, can be added pedagogical reasons for the teaching of language-in-culture. An important reason for the teaching of language-in-culture in an explicit manner is to avoid stereotyping. In an attempt to create a cultural climate in a classroom by presenting a filmstrip, bringing in magazines or by posting pictures on the walls, teachers may have unconsciously presented a stereotyped rather than a true picture of the other culture. Unless language teaching is intimately related to culture teaching, a few pictures on the wall depicting picturesque little villages will do little to enlighten the students vis à vis the way of life of the target culture. The teacher must explicitly point out to the students the trends, values and attitudes of the culture whose language they are studying. As well, teachers must present factual information so that students will learn to deduce the implications of these facts for themselves. It is a mistaken notion to assume that students will grasp the cultural significance of words such as "pain", "vin", "fromage", etc. whose denotative counterparts have different connotations in different cultures. If, however, factual information relating to the number of bakery shops, types of cheeses and types of wine as well as when these are consumed is presented, students

may deduce the role bread, cheese and wine play in the daily life of French people. Teacher and students should study the target culture from an anthropological point of view, that is, as objective observers trying to understand the cultural patterns of that society. This is not to say that teachers need be anthropologists.

It is possible to present a stereotyped or fragmented view of a people, if only the "civilizational" aspects of a target culture are dealt with in the second-language classroom. Where culture in the classroom consists of showing the students a monthly film or slide presentation of monuments or the biography of politicians, scientists or authors, only one aspect of the target country is being portrayed. This may inhibit a true understanding of the target culture. For language teaching purposes, Nostrand (1966) and Brooks (1968) advise that emphasis be placed not only on teaching the "best" of a group of people but also the "all" of a group of people. They advise a synthesis of both views, an integrative concept, in which culture would include the overall life style of a group as well as the refinements of its cultural heritage.

The selection of cultural content depends on the level of skill possessed by the language learner. Though the analysis of literary texts can be considered only at the more advanced levels, culture considered as the patterned ways of life of a group of people must be taught at even an

introductory level. An example of this would be the exchange of greetings. It is not uncommon in English when greeting someone to respond simply with "Hello". In French, one would say "Bonjour, Monsieur". To respond only with "Bonjour" without including "Monsieur" would be considered a faux pas. The student must also know whether he should shake hands, put his arm around the other's shoulder or kiss on both cheeks when exchanging greetings. These are the types of cultural patterns of which the students must be made aware in order to communicate more effectively with native speakers. By relaying such bits of cultural information, the student's interest, attention and active participation is possibly aroused to a much greater extent than were he only to repeat after the model or teacher.

It may well be that much of the disenchantment with audio-lingual and audio-visual programs stems from the fact that language is not contextually taught. Students become very bored with repeating model sentences in the target language. This is not to say that repetition and structural drills are not an important part of language learning. They are tools which may be used to benefit the mastery of elements composing the language to be learned but unless the sentences which are being repeated are related to the way of life of the language users, they will remain meaningless. At the same time the learning of language-in-culture may provide a more satisfying experience for the learner.

Chapter Three

THE SAMPLE, THE QUESTIONNAIRE

AND THE PROCEDURE

Description of the Sample

One-hundred-and-ten teachers participated in this study. The information obtained from questionnaire items 1 to 11 is summarized in Tables 1, 2 and 3. Tables 1 and 2 give a summary of teacher personal information whereas Table 3 gives information concerning the teaching of French as a second language.

The demographic information is given in Table 1. Females outnumber males in the teaching of French as a second language at the secondary level in the Public and Separate Edmonton school systems. Two-thirds (66%) of the total number of teachers are female. A fairly large group of teachers (47%) are young, falling in the age bracket of twenty to twenty-nine years. For the great majority of teachers (74%), French was learned as a second language at school and at the university level. They were not exposed to the language in their pre-school years. Contact with Francophones appears to have been limited although some teachers have resided in French-speaking communities in

TABLE 1

DEMOGRAPHIC DESCRIPTION OF THE TEACHERS

DESCRIPTIVE VARIABLES	FREQUENCY	PROPORTION OF TOTAL
Number of teachers	110	
Male	38	.34
Female	72	.66
Age		
20-29	51	.47
30-39	30	.28
40-49	15	.14
50-59	10	.10
60-65	2	.01
Extent of usage of French		
French mother tongue	29	.26
French second language	81	.74
Speak regularly with friends	23	.20
Residence in French speaking Communities		
In Alberta	25	.23
In Canada (other than Alberta)	26	.24
Length of stay in Visits to France		
Never been	32	.30
Brief(1-14days)	19	.17
Extended(15days-6wks)	19	.17
Lengthy(over 6wks)	35	.32
Been to France but length of stay not shown	5	.04
To Quebec		
Never been	22	.19
Brief visit	24	.22
Extended visit	23	.21
Lengthy visit	32	.30
Been to Quebec but length of stay not shown	9	.08

*Note - Where the proportion adds up to less than 100, the discrepancy exists because of omissions.
Total number in sample = 110

Alberta (23%) and elsewhere in Canada (24%). Few teachers have the opportunity to speak French outside the classroom. Only 21% of the teachers indicate that they speak French with friends on a regular basis. Contact with Francophones comes in the form of visits to France and Quebec. The proportion of teachers who have been to France (70%) and Quebec (81%) is relatively high. However, only 51% and 49% of the teachers have been to France and Quebec for an extended or lengthy visit (more than 14 days).

Teachers were asked to rate their level of proficiency in the four language skills. The information is presented in Table 2. As a group, teachers evaluated their proficiency in the receptive skills (understanding and reading) of French higher than their proficiency in the productive skills (speaking and writing). Teachers may have little opportunity outside the classroom to speak in French.

Information describing the teachers in terms of the teaching of French as a second language is given in Table 3. The majority of teachers (52%) have taught for six years or less. This is consistent with the recent time period in which teachers last took a French methods course. The majority of teachers (55%) took their methods course from 1972 onward. Sixty-three per cent of the teachers in the study teach French on more than a half-time basis. Of the teachers who responded to the questionnaire, a greater

TABLE 2
TEACHER SELF-EVALUATION OF THEIR LEVEL OF
PROFICIENCY IN THE 4 LANGUAGE SKILLS

FREQUENCIES AND PROPORTIONS

	VERY PROFICIENT	PROFICIENT	WEAK
Understanding French	63 (.58)	45 (.41)	1 (.01)
Speaking French	38 (.35)	66 (.60)	3 (.03)
Reading French	49 (.45)	55 (.50)	4 (.04)
Writing French	37 (.34)	67 (.61)	4 (.04)

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

TABLE 3

INFORMATION RELATING TO THE TEACHING OF
FRENCH AS A SECOND LANGUAGE

DESCRIPTIVE VARIABLES	FREQUENCY	PROPORTION OF TOTAL
No. of years teaching French		
1-3	34	.31
4-6	23	.21
7-9	18	.17
10-12	12	.11
13-15	12	.11
16+	10	.09
Year in which teachers last took a French methods course		
1975-1977	32	.30
1972-1974	27	.25
1969-1971	17	.16
1968 and before	21	.20
No course taken	7	.07
Basis teaching French		
Full time	59	.54
3/4 time	11	.09
1/2 time	18	.17
1/4 time or less	22	.20
Grade level taught		
Grades 4-6	18	.17
Grade 7	62	.57
Grade 8	54	.50
Grade 9	53	.49
Grade 10	42	.39
Grade 11	37	.34
Grade 12	34	.31
Program taught		
Voix et Images de France	64	.59
Le Français International	41	.38
J'Ecoute, Je Parle	32	.30
Ecouter et Parler	19	.18
Chez Les Français	16	.15
Le Français Par Objectifs	13	.12
Ce Monde Des Français	6	.06
Other	14	.13

*Note--Where the proportion adds up to less than 100, the discrepancy exists because of omissions. Where the proportion adds up to more than 100, it is because more than one choice is possible.
Total number in sample = 110.

number teach at the junior-high level as opposed to the senior-high level. The study was not directed towards elementary French teachers. It should be noted, however that a small group of teachers (17%) teach both at the elementary and the junior high level. The most frequently used French program at the secondary level in Edmonton is Voix et Images de France . The second and third most frequently used programs are Le Français International and J'Ecoute, Je Parle . A possible explanation for the extensive usage of these programs is that they may be used from grades seven to twelve depending on the number of years students are engaged in studying French. Textbooks such as Chez Les Français and Ce Monde des Français are only used at the senior high level by students who have had two to three years of French instruction.

The Questionnaire

The main concern in designing the questionnaire was to develop items which would provide answers to the questions set out in the purpose of the study.

Discussion concerning the cultural component in the teaching of French as a second language with teachers, administrators, school board consultants and university professors assisted in the development of a questionnaire of forty-five items. The items were derived from seven major areas of concern:

1. How culture-conscious is the teacher of the target culture?
2. What do teachers perceive as culture in second-language teaching?
3. How do second-language teachers perceive the inclusion of a cultural component in second-language teaching?
4. Are teachers teaching culture in the classroom?
5. Are teachers satisfied with the way: a) the cultural component is being handled by them in the classroom? b) the cultural component is being handled in the textbook/program used?
6. What would teachers like to see included as part of the cultural component in second-language courses?
7. What obstacles in the teachers' view prevent the effective implementation of teaching language-in-culture?

The first area of concern dealing with the culture-consciousness of the teacher attempts to assess: 1) to what degree the teacher himself is participating in the target culture and 2) to what degree the teacher is conscious of the target culture in the second-language classroom.

Questionnaire items 9a, 9b, 9c, 9d, 9e, 11, 12, 13, 14, 15 and 17 are geared towards measuring the culture-consciousness of the teacher himself. It is felt that anyone living in a predominantly English speaking milieu wishing to participate in the Francophone culture would

seek to identify with Francophone activities or organizations in their area, would spend some time watching French television and listening to French radio programs and would receive some French journals and newspapers in their homes. It is also felt that teachers would seek out contact when possible with Francophone speakers in Edmonton, Quebec or France.

Questionnaire items 9f, 16, 18, 20 and 21 assess the degree to which the teacher is conscious of the target culture in the second-language classroom. Participation as a chaperone in a student voyage to an area where French is spoken, the inclusion and use in a classroom of French journals, newspapers, films, filmstrips, records, the utilization of French-speaking parents and monitors in the second-language classroom are judged to be an indication of teacher sensitivity towards the target culture in the classroom.

The second area of concern, dealing with teacher perceptions of the term culture, is dealt with in questionnaire items 23 and 25. Questionnaire item 23 is an open-ended question. Teachers were asked to write what culture meant to them, in relation to second-language teaching. The responses obtained were classified into three major categories:

- 1) emphasis on similarities and differences between the native culture and the target culture.

2) emphasis on appreciation and understanding of the people who speak the language.

3) emphasis on the way of life of the people.

A fourth category entitled "other definitions" included all definitions that did not fit into any of the preceding three categories. Questionnaire item 25 asked teachers to rank definitions of culture according to the definition being given the most emphasis in their classroom. From Kroeber & Kluckhohn (1952), four definitions were chosen as they were considered most representative of the categories into which the many definitions could be classified.

In the third area of concern, an attempt is made to assess teacher attitudes towards the inclusion of a cultural component in second-language teaching. The questionnaire items in this group include items 24, 27, 30, 31, and 43. Items 27 and 30 are introduced to determine whether teachers regard the teaching of culture as an incidental or as an integral part of their language program. Items 24, 31 and 43 are included to assess teacher commitment to the cultural aim in second-language teaching. Items 24 and 31 deal in particular with teacher perceptions of the role of cultural objectives in a second-language program. Item 43 assesses teacher commitment to the cultural aim in that a teacher committed to this aim probably tends to see evaluation of cultural understanding as being important.

The fourth area of concern dealing with the actual teaching of culture is dealt with in items 33, 34, 35 and 37. This area of concern is treated in more detail as three of the four items are very lengthy and yield a lot of information. Of the seven areas of concern, this is the only area concerning itself exclusively with the actual teaching of culture in the classroom. Item 33 is introduced to determine what types of activities in relation to cultural learning are being stressed by teachers. Teachers are asked to determine the extent to which students in their French classes are involved in listening, speaking, reading and writing type cultural activities. A distinction is made between the learning of culture in the anthropological sense and in the civilizational sense.

Item 34 attempts to identify the cultural concepts used by teachers in their classroom. The majority of cultural concepts listed in item 34 are taken from Walpole (1971) Cultural Understanding: French, Level One, Selected Cultural Concepts Which May Be Developed In French Level I. Walpole lists cultural concepts which appear most frequently in French textbooks such as Voix et Images, A-LM French, Level 1, A-LM French, Level 2, Ecouter et Parler and Learning French in the Modern Way. The cultural concepts listed by Walpole are cross-referenced with each of the textbooks listed. To Walpole's list, some cultural concepts which are peculiar to the French-Canadian situation (knowledge of "La Cabane à Sucre", une

"tourtière", un "CEGEP") are added. The concepts presented are those which reflect every-day living habits of French people and are tied to the linguistic content being presented to students.

Item 35 is designed to determine on which cultural themes teachers spend the most amount of classroom time. The themes listed in item 35 are chosen from suggested themes in the Alberta Curriculum Guide 1974, French as a Second Language, Levels 1, 2 & 3. A distinction is made between knowledge of French culture as it relates to France and Quebec. The French curriculum guide suggests that the cultural emphasis in Level I be on French-speaking Canada whereas Level II should focus on French culture and civilization in France. Item 37 asks teachers to evaluate on a three point scale the amount of time they presently spend in their French classrooms on French-Canadian culture and the culture of France.

The fifth area of concern, considered in items 29, 38, 39 and 40, deals with teacher satisfaction towards the handling of the cultural component. Item 29 asks teachers to state their position regarding the degree of satisfaction with which culture, as they have defined it, is being taught in their classrooms. Items 38, 39 and 40 assess teacher satisfaction with the way the cultural component is dealt with in the textbook/program they use.

The sixth area of concern, dealing with teacher

suggestions in regard to culture content, is dealt with in questionnaire items 36 and 41. Item 36 is an open-ended question which asks teachers to list cultural topics they would like to deal with had they all the available resources and time. Item 41 gives the teacher an opportunity to state his position regarding the inclusion of cultural content (should it be increased?, should it remain as is?, should it be decreased?). Two distinctions are built into this question: 1) knowledge about France versus knowledge about French Canada and 2) culture in the anthropological sense versus culture in the civilizational sense.

The seventh area of concern is considered in item 44. It is a series of statements by teachers on the obstacles which they feel hinder the effective implementation of a cultural goal in the teaching of French as a second language.

Items 22, 26, 28, 32 and 42 do not fit precisely into any of the seven areas of concern. Consequently, they will not be discussed in the analysis of the data. The results, however, are included in Appendix D.

Validity of the Instrument

And Piloting

The validity of the instrument was established by consulting university professors in the field of second-language teaching and professors in the field of questionnaire design and measurement. Advice was also sought in the formulation of questions from consultants in Modern Languages for the Edmonton Public and Edmonton Catholic Schools and the Supervisor of Second Languages from the Calgary Board of Education.

Permission to pilot the questionnaire amongst a sample of Calgary secondary French teachers was obtained from both Calgary school systems in December 1976. Ten teachers from each school board (five junior-high and five senior-high school teachers) were selected. The Calgary Catholic School Board provided a list of their secondary-school teachers of French. From the list provided, five junior high and five senior high teachers were randomly selected and questionnaires and an accompanying letter were mailed out to them. The Calgary Public School Board requested that the questionnaires circulated in their schools be sent to their second-language office. They in turn distributed them. Ten questionnaires with accompanying letters were sent to the second-language department, Calgary Board of Education. The questionnaires were sent out in January, 1977. Teachers were asked to make any comments regarding

the content of questions, the clarity of items and other suggestions. Of the twenty questionnaires sent out, fourteen were returned (nine from Calgary Public and five from Calgary Catholic School Board).

With a return of 70% of the questionnaires, it was apparent that though certain minor changes were suggested by way of clarifications, no one had seriously challenged any of the items or seriously questioned the instrument's validity. For detailed information on the suggested revisions see Appendix B.

The Procedure

Subsequent to receiving permission from the Research Division of both the Edmonton Public School Board and the Edmonton Separate School Board to conduct the study, a list comprising the names of secondary teachers of French and their respective schools was obtained.

The procedure varied slightly between the two school boards. Questionnaires and an accompanying letter were mailed directly to the teachers in the Edmonton Public School System. This was possible as the supervisor of second-language instruction for Edmonton Public provided the investigator with the list of teachers and their schools. In the case of the Edmonton Separate School System, copies of the questionnaire and accompanying letters were initially sent to the principals of the

schools. The principals were responsible for distributing the questionnaires to secondary French teachers on their staff. Prior to receiving permission to conduct the study, the research division of Edmonton Separate had sent copies of the questionnaire to each secondary school principal asking permission for the questionnaire to be completed in their schools. Three principals refused permission. A total of 122 teachers of French as a second language (75 from Edmonton Public, 47 from Edmonton Separate) were eligible to complete the questionnaire. This comprised the total population of teachers apart from the three teachers in the schools where permission was denied.

The questionnaires were mailed out February 2, 1977. Each questionnaire was assigned an identification number. Teachers were told in an accompanying letter to complete the questionnaire, enclose it in the given envelope and leave it with the school secretary. Two pick-up dates were specified - February 10 for one-half of the teachers and February 11 for the other half. The investigator and an assistant went to each school picking up the questionnaires on the specified dates. Where the teachers had not left the envelope with the school secretary, a message was left stating that they would return in the following week to pick up the questionnaire. Within a week, all questionnaires were gathered apart from a few mail-ins.

From a total of 122 teachers, 115 or 94.3% of the

questionnaires were gathered or returned by mail. Of this number, 5 or 4% were returned incomplete. Therefore, it can be said that the return rate was 90.2%.

Chapter Four

RESULTS AND DISCUSSION

Existing computer programs from the library of the Division of Educational Research Services, University of Alberta were used to tabulate the data. A nonparametric statistical procedure (NONP13) was used to obtain frequency counts and proportions for each item of the questionnaire. Items were also grouped into sub-tests for four of the areas of concern and a reliability coefficient alpha (a measure of internal consistency of the test items) was calculated for each sub test. It was not possible to calculate reliability coefficient alphas for three areas of concern as the nature of the items in these areas did not lend itself to this form of statistical analysis. The items were grouped according to the seven areas of concern described. The data are thus interpreted and discussed in terms of these seven categories.

Culture-Consciousness

The first part of this category deals with the degree to which the teacher himself is conscious of the target culture. Questionnaire items 9a, 9b, 9c, 9d, 9e, 12, 13a, 14, 15, and 17 assess the culture-consciousness of the teacher himself. A satisfactory alpha reliability

coefficient of .66 was obtained for this group of items.

A summary of teacher participation in the activities of Francophone organizations in Edmonton is given in Table 4. In no case, does participation exceed 30%. The activity receiving the highest proportion of participation was Le Théâtre Français at 29%. However, only 16% participate on a regular basis, i.e. have season tickets. Season-ticket membership in activities of a fine-arts nature does not appear to be a general characteristic of the secondary French teachers who participated in the study. This is not exclusive to fine-arts activities of the French culture. Only a minority of the respondents are season ticket-holders of the Citadel, the Edmonton Opera and the Edmonton Symphony. What is interesting, however, is that membership in The Citadel exceeds membership in Le Théâtre Français by a ratio of more than two to one. Teacher commitment to their professional organization is extremely low. Of the 110 teachers who responded to the questionnaire, 19 are members of the Modern Language Council, the official organization of the Alberta Teachers Association which represents second-language teachers throughout Alberta. As the questionnaire was directed towards the teachers of French as a second-language, it is understandable that membership in Le Conseil Français is low (1%). Le Conseil Français is the official organization of teachers of French as a first language in Alberta. Ten per cent of the teachers participated in French activities not included in

TABLE 4

TEACHER PARTICIPATION IN THE ACTIVITIES
OF THE FOLLOWING ORGANIZATIONS

FREQUENCIES AND PROPORTIONS

	YES	NO
Le Conseil Français	1 (.01)	105 (.96)
L'Alliance Française	7 (.07)	99 (.90)
Le théâtre Français	31 (.29)	75 (.69)
French Choirs	4 (.04)	102 (.93)
Modern Language Council	19 (.18)	87 (.80)
L'Association Canadienne- Française de L'Alberta	8 (.08)	98 (.90)
Other French Activities	11 (.10)	95 (.87)
None of the above		55 (.50)
Season Tickets for the Following:		
Le Théâtre Français	17 (.16)	88 (.80)
The Citadel	36 (.33)	69 (.63)
Edmonton Opera	20 (.19)	85 (.78)
Edmonton Symphony	12 (.11)	91 (.83)

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

Table 4. Most of the teachers comprising this group had attended French immersion weekends organized by the Edmonton Public School System to increase teacher fluency in the French language. It is noteworthy to point out that half of the teachers (50%) do not participate in any activities of Francophone organizations.

Table 5 indicates that the majority of teachers spend a minimal amount of time listening to French radio and watching the French television station. Sixty per cent of the teachers indicate that they spend 0-1 hour per week listening to French radio and fifty-five per cent indicate that they watch French television for this amount of time. In contrast, 19% of the population indicate that they watch English television 0-1 hour per week. As the hours increase for television watching, the proportion of teachers watching French television decreases drastically. Twenty-three per cent of the teachers indicate that they watch TV for eight or more hours whereas only five per cent of the teachers spend approximately the same amount of time watching television in French. There are no indications of whether or not these are the same teachers.

Culture-Consciousness of the Teacher for his Classroom

Questionnaire items 9f, 16, 18, 19, 20 and 21 are grouped under this sub-heading and a reliability alpha coefficient of .77 is obtained.

TABLE 5
 NUMBER OF HOURS PER WEEK TEACHERS LISTEN TO
 FRENCH RADIO, FRENCH TV, ENGLISH TV

FREQUENCIES AND PROPORTIONS

	FRENCH RADIO	FRENCH TV	ENGLISH TV
0--1	66 (.60)	60 (.55)	20 (.19)
2--3	28 (.26)	30 (.28)	21 (.20)
4--5	7 (.07)	9 (.09)	29 (.27)
6--7	3 (.03)	1 (.01)	6 (.06)
8+	4 (.04)	5 (.05)	25 (.23)

*Note--Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

Tables 6 and 7 give the number of French magazines, newspapers, films, and filmstrips ordered by teachers for their French classes. Forty-three per cent of the teachers receive no French magazines, newspapers or journals in their classroom. Twenty-five per cent order no French films or filmstrips for their French classes in the course of a year. It appears that very few teachers show films or filmstrips to their French classes on a monthly basis. Only 15% of the teachers indicate that they order more than six to ten films or filmstrips a year.

One can suggest several explanations for these findings. It is possible that teachers bring in magazines they receive at home to the classroom. This does not seem likely as more teachers are receiving French magazines and journals in the classroom than at home. Another explanation is that teachers teaching half-time or less are not as involved with the ordering of magazines, films and filmstrips as teachers teaching French more than half-time. They must devote their time and attention to the organizing and planning of other subject matter as well.

Teacher attitudes toward the bringing in of French-speaking parents and monitors in their classrooms are summarized in Table 8. The use of monitors is viewed especially favorably with 78% of the teachers either checking strongly agree or moderately agree for this item. Teachers were more unsure in their responses when it came

TABLE 6
NUMBER OF FRENCH MAGAZINES, NEWSPAPERS
RECEIVED BY THE TEACHERS
FREQUENCIES AND PROPORTIONS

	FOR HIMSELF	FOR HIS CLASSROOM
None	61 (.56)	43 (.40)
One	23 (.21)	18 (.17)
Two	11 (.10)	17 (.16)
Three--Four	7 (.07)	13 (.12)
Five or more	3 (.03)	10 (.10)

Table 7
NUMBER OF FRENCH FILMS OR FILMSTRIPS ORDERED
BY TEACHERS FOR THEIR FRENCH CLASSES

	FREQUENCIES AND PROPORTIONS
None	27 (.25)
One--Five	27 (.25)
Six--Ten	22 (.20)
Eleven--Fifteen	7 (.07)
Sixteen or more	8 (.08)

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

TABLE 8

MEASUREMENT OF HOW TEACHERS FEEL TOWARDS
BRINGING IN FRENCH-SPEAKING PARENTS
AND MONITORS IN THEIR CLASSROOMS

FREQUENCIES AND PROPORTIONS

	PARENTS	MONITORS
Strongly agree	18 (.16)	52 (.48)
Moderately agree	41 (.38)	32 (.30)
Neither agree nor Disagree	32 (.30)	19 (.17)
Moderately disagree	12 (.10)	3 (.02)
Strongly disagree	7 (.06)	4 (.03)

TABLE 9

NUMBER OF TEACHERS WHO HAVE ORGANIZED STUDENT
TOURS OR ACTED AS CHAPERONES

FREQUENCIES AND PROPORTIONS

	YES	NO
I have organized or participated as a chaperone in student tours to areas where French is spoken	31 (.29)	78 (.71)

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

to bringing in French speaking parents. Agreement was indicated by 54% , disagreement by 16% and 30% neither agreed nor disagreed. This uncertainty on the part of teachers may be due in part to the lack of specificity of the questionnaire item. Questions such as whose parents would come, what they would do, when they would come were not taken into consideration. Too many variables were left unanswered causing difficulty for the teachers in choosing a response. In contrast, the role of a monitor is more structured and better defined. A definition of the role of a monitor is given in the questionnaire item. As well, some teachers are familiar with monitors having utilized their services in their classrooms.

In response to item 9f (Table 9), over two-thirds (71%) of the teachers answer that they have never organized student tours, exchanges or acted as chaperones for students to areas where French is spoken.

Inclusion of musical activities in French classes is very minimal as the findings in Table 10 indicate. Approximately, one-quarter (23%) of the respondents give a zero response to all of the musical activities listed in the questionnaire. In all but one of the musical activities (listening to modern music from Quebec) more than 50% of the teachers give a zero response. Of all the musical activities, listening to modern music from Quebec also has the highest frequency rating per month with 18% of the

TABLE 10

NUMBER OF TIMES IN THE COURSE OF A MONTH THAT
TEACHERS INCLUDE IN THEIR FRENCH CLASSES
THE FOLLOWING MUSICAL ACTIVITIES

FREQUENCIES AND PROPORTIONS

	NO. OF TIMES			
	ZERO	ONE	TWO	THREE OR MORE
Listen modern music--France	57 (.52)	25 (.23)	7 (.07)	14 (.13)
Listen modern music--Quebec	48 (.44)	27 (.25)	9 (.09)	19 (.18)
Listen folk songs--France	71 (.65)	21 (.20)	5 (.05)	5 (.05)
Listen folk songs--Quebec	61 (.56)	22 (.20)	12 (.11)	8 (.08)
Listen French- Albertan performers	99 (.90)	3 (.03)	0 (.00)	1 (.01)
Sing songs--France	64 (.59)	18 (.17)	9 (.09)	11 (.10)
Sing songs--Quebec	70 (.64)	14 (.13)	12 (.11)	6 (.06)
Write their own songs in French	101 (.92)	3 (.03)	0 (.00)	0 (.00)

*Note - 25 (.23) of the respondents had a zero response to ALL the above musical activities.

Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110.

teachers indicating that they do so three or more times a month. In the singing category, there would probably be a higher zero response had it not been for junior high teachers who also teach at a grade 4 to grade 6 level. These teachers checkmarked singing activities relating this item to their teaching at the elementary level. The lowest proportion of teachers checkmarked the activity "writing songs in French". Only 3% of the teachers do this in their classrooms. Somewhat surprising, is the finding that only 4% of the teachers include listening to French-Albertan performers as a musical activity in their French classes. Some teachers made the comment: "What French-Albertan performers?"

In attempting to analyze the responses given to the questionnaire items dealing with the culture-consciousness of teachers, it appears that teachers in the large majority are not committed to the cultural expressions or manifestations of the group whose language they are teaching. They are more conscious of the target culture in the classroom than they are for themselves. Teachers in this study are less willing to commit themselves outside the classroom to types of activities which are considered to be manifestations of that culture. An explanation may in part be due to the fact that 74% of the teachers indicate that French is their second language and not their mother tongue. Though the teachers see themselves as being linguistically proficient in the language they do not seek

to belong to or identify culturally with the language group they teach. Also, they may be married to a speaker of English who knows no French.

Teacher Perceptions of the term "Culture"

A summary of how teachers define culture is given in Tables 11 and 12. It appears that teachers almost unanimously perceive culture in its anthropological sense, i.e. as a study of the daily-lives of the people in the target culture. To the open-ended questionnaire item 23, 59 respondents (54%) give definitions that emphasize the way of life as culture; the other two categories of responses though they do not emphasize this definition cannot be considered as fitting into a civilizational interpretation of culture. Teachers who perceive culture as the best achievements and refinements of a group of people are counted in the small group (4%) constituting "Other Definitions". When asked to rank four definitions of culture (questionnaire item 25), 96 respondents (88%) indicate that in their classroom the study of the daily-lives of French people is most representative of what they do in the classroom. Ranking in second place is the study of the history, tradition and folklore of the French people. Teachers rank the study of French literature, art, music in third place with the study of the technical and scientific achievements of the French in fourth position.

TABLE 11

TEACHER DEFINITIONS OF CULTURE ORGANIZED INTO
THE FOLLOWING CATEGORIES BY INVESTIGATOR

FREQUENCIES and PROPORTIONS

IN RELATION TO SECOND LANGUAGE
TEACHING, CULTURE, MEANS:

Emphasizing similarities and differences between the native culture and the target culture	15 (.14)
Emphasizing an appreciation and understanding of the people who speak the language	14 (.13)
Emphasizing the way of life of the people in the target culture	59 (.54)
Other definitions	5 (.04)
No response given	17 (.15)

TABLE 12

TEACHER RANKING OF FOUR DEFINITIONS OF CULTURE ACCORDING
TO FOCUS GIVEN THEM IN THE CLASSROOM

FREQUENCIES AND PROPORTIONS

DEFINITIONS OF CULTURE	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	FOURTH CHOICE
Art, Literature, Music of the French	3 (.03)	29 (.27)	71 (.65)	3 (.03)
Scientific, Technological achievements of the French	0 (.00)	0 (.00)	6 (.06)	99 (.90)
Daily-Lives of the French people	96 (.88)	11 (.10)	2 (.02)	0 (.00)
History, Tradition, Folklore of the French	11 (.10)	68 (.61)	26 (.24)	3 (.03)

Total number in sample = 110

Thus, the teachers of French as a second-language in this study define culture in its anthropological sense. Using Politzer's (1971) terms, they emphasize culture with a small "c" rather than culture with a capital "C". The study of the outstanding achievements of the French people is considered very secondary to the study of the daily-lives of the French people.

Teacher Perceptions Of The Inclusion Of A Cultural Component In Second-Language Teaching

Teacher perceptions of the inclusion of a cultural component in second-language teaching are summarized in Tables 13, 14, 15 and 16.

Teacher perceptions of the inclusion of cultural as well as linguistic objectives in a second-language program are given in Table 13. There is almost unanimous agreement (93%) among teachers that the classroom teacher should formulate cultural as well as linguistic objectives. A slightly smaller number (80%) feel that the Department of Education should include cultural objectives when formulating French curriculum guides. Teachers almost unanimously agree that the teaching of culture is important. They fail, however, to agree as to why the inclusion of culture in a language program is important. The findings in Table 14 indicate that there are varied feelings on the part of teachers concerning the teaching of

TABLE 13

MEASUREMENT OF HOW TEACHERS FEEL TOWARDS THE
INCLUSION OF CULTURAL OBJECTIVES

FREQUENCIES AND PROPORTIONS

	CLASSROOM TEACHER SHOULD FORMULATE CULTURAL AS WELL AS LINGUISTIC OBJECTIVES	DEP'T OF ED. SHOULD INCLUDE CULTURAL OBJECTIVES IN FRENCH CURRIC. GUIDES
Strongly agree	64 (.59)	44 (.40)
Moderately agree	37 (.34)	43 (.40)
Neither agree nor disagree	5 (.05)	13 (.12)
Moderately disagree	2 (.02)	6 (.06)
Strongly disagree	0 (.00)	3 (.02)

TABLE 14

HOW TEACHERS FEEL TOWARDS TEACHING CULTURE

FREQUENCIES AND PROPORTIONS

It is fine--gives the student a change from routine	26 (.24)
It is interesting to the student	30 (.28)
It is vital to the understanding of the language	38 (.35)
It should be minimized so as to concentrate on other skills	4 (.03)
Other	11 (.10)

Total number in sample = 110

culture and its relation to the learning of a language. Opinions appear to be divided roughly in three groups. One group of teachers (24%) indicate that the teaching of culture is fine because it gives the student a change in routine; a second group (28%) indicates that they find the teaching of culture interesting to the student while a third group (35%) indicate that the teaching of culture is vital to the understanding of language.

Table 15 shows that though teachers profess commitment to the principle of teaching culture, they are in the majority not prepared to deal with cultural objectives in a concrete fashion. Less than half of the teachers participating in this study (41%) agree that the cultural understanding and appreciation of their students should be evaluated. A group of 34 teachers (32%) have negative feelings towards cultural evaluation while a fairly large group of teachers (27%) were uncertain as to whether they agreed or disagreed. Explanations can be given to account for these responses. It is possible that teachers consider the terms "cultural understanding and appreciation" as being very vague. They do not know how to objectively measure these traits. Instruments measuring cultural understanding and appreciation have not been readily accessible to teachers in the past.

How teachers approach the teaching of culture in their classroom is dealt with in Table 16. Three-quarters of the

TABLE 15

MEASUREMENT OF HOW TEACHERS FEEL TOWARDS CULTURAL
EVALUATION IN A CLASSROOM SETTING

	Frequency	Proportion of total
Strongly agree	6	.06
Moderately agree	38	.35
Neither agree nor disagree	29	.27
Moderately disagree	20	.19
Strongly disagree	14	.13

TABLE 16

HOW TEACHERS APPROACH THE TEACHING
OF CULTURE IN THEIR CLASSROOM

PROPORTION OF TOTAL

APPROACHES TO THE TEACHING OF CULTURE	1 MOST REPRESENTATIVE	2	3	4 LEAST
Cultural implications inherent in dialogue are explicitly talked about	.76	.14	.04	.01
Cultural topics are built into lesson plan from time to time	.06	.22	.41	.12
Film, filmstrips presenting the target culture occasionally shown	.11	.47	.19	.10
Dialogues to be learned are centered around cultural theme	.04	.04	.16	.56

Total number in sample = 110

teachers (76%) rank explicitly talking about cultural implications inherent in dialogue lines as the most representative approach. The occasional showing of a film or filmstrip ranks in second place. Cultural topics built into a lesson plan are ranked in third spot, and in fourth spot teachers rank the selection and teaching of dialogue lines centered around a cultural theme as the least representative approach to the teaching of culture. These results are not surprising as the most common textbooks in use in Edmonton at the secondary level are Voix et Images de France and Le Français International (cf. Table 3). These textbooks present very little culture explicitly. Cultural content is inherent in some of the dialogue lines. It becomes available to the student if the teacher extracts the culture from the dialogue and presents it explicitly to the students. Teachers wishing to approach the teaching of culture in a more systematic or detailed manner are left entirely on their own as far as the textbook is concerned.

Are Teachers Teaching Culture in the Classroom?

A summary of teacher responses to items 33, 34, 35 and 37 are given in Tables 17, 18, 19 and 20. These four tables deal with the fourth area of concern listed previously: Do teachers teach culture in their classrooms? Items 33, 34 and 37 were grouped together and an alpha reliability coefficient of .73 was obtained.

The extent to which students in French classes are involved in certain culturally-based activities as evaluated by their French teachers is summarized in Table 17. In general, only a minority of teachers checkmarked any of the listed activities as an "often" activity in their classroom. The activity receiving the highest number of teachers responding "often" was the one where students role-played in French. This is a favored transfer technique used in the method Voix et Images de France frequently used in Edmonton. As such, the activity of role-playing may or may not be a culturally-based activity. This would depend on how the dialogue lines have been taught by the teacher and whether any cultural content is inherent in the dialogue. The mere fact of role-playing does not in itself assure cultural awareness. If the teacher has explicitly discussed the gestures, facial expressions, and particular intonations which native speakers would use while speaking these lines, then the activity of role-playing may become an activity where cultural awareness is acquired as well as linguistic proficiency. The activity ranking second in the "often" column is the listening activity. Though it rates second, less than 1/4 of the teachers feel that students often listen to them talk about the daily lives of French people.

Activities checkmarked as "sometimes" activities by approximately 3/4 of the teachers include the following: viewing films or television about French people (76%);

TABLE 17

TEACHER PERCEPTIONS OF THE EXTENT TO WHICH STUDENTS
IN THEIR FRENCH CLASSES ARE INVOLVED
IN CERTAIN CULTURAL ACTIVITIES

FREQUENCIES AND PROPORTIONS

	NEVER	SOMETIMES	OFTEN
READ--Daily lives French people	19 (.18)	77 (.70)	12 (.11)
WATCH films, TV about French people	15 (.14)	83 (.76)	8 (.08)
STUDY history of French people	52 (.48)	52 (.48)	3 (.03)
READ--Literature, art music of the French	42 (.39)	62 (.57)	3 (.03)
WATCH films--music, literature of French	45 (.41)	61 (.56)	1 (.01)
TALK to French people	41 (.38)	56 (.51)	7 (.07)
LISTEN to teacher talk about daily lives of French people	3 (.03)	80 (.73)	24 (.22)
EXCHANGE letters with French person	76 (.70)	24 (.22)	1 (.01)
DISCUSSION in French following use of TV	75 (.69)	27 (.25)	2 (.02)
ROLE-PLAY in French	12 (.11)	48 (.44)	47 (.43)
WRITE Report--Aspect of French culture	46 (.42)	54 (.50)	7 (.07)

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

listening to the teacher talk about the daily lives of French people (73%) and reading about the daily lives of French people (70%). When the reading content focuses on the civilizational aspect of culture, the proportion of teachers checking this activity decreases to 57%. This is consistent with teachers perceiving culture in the anthropological sense rather than in the civilizational sense.

In the "never" column, 76 teachers (70%) indicate that their students never exchange letters with French-speaking people. An equally large number of teachers (69%) indicate that they never have students discuss in French following use of TV. This is somewhat surprising in view of the finding that the largest proportion of teachers (76%) over all three categories agree that watching films, or TV about French people is the most commonly used activity. A possible explanation is that teachers prefer to show films rather than television programs. The item read: "Discussion in French following use of TV". It seems that teachers are not availing themselves of the opportunity of using visual material as points of departure for discussion in French.

A summary of student awareness of specific cultural concepts as perceived by their teachers is given in Table 18. Apart from the general consensus (74%) that students are very familiar with the use of "tu" and "vous", few teachers feel that the other cultural concepts listed are

TABLE 18

MEASUREMENT FROM THE TEACHERS' POINT OF VIEW
OF THE DEGREE OF THEIR STUDENTS' FAMILIARITY
WITH CERTAIN CULTURAL ASPECTS

FREQUENCIES AND PROPORTIONS

	VERY FAMILIAR	SOMEWHAT FAMILIAR	UNFAMILIAR
Use of Tu and Vous	81 (.74)	27 (.25)	2 (.01)
Family holidays	7 (.07)	53 (.49)	48 (.44)
Student's name in French	37 (.34)	62 (.57)	11 (.09)
Titles of Address And Respect	18 (.17)	66 (.60)	25 (.23)
Street Addresses	28 (.26)	68 (.62)	14 (.12)
Typical School Day	4 (.03)	79 (.72)	27 (.25)
Dating Practices	6 (.05)	31 (.28)	73 (.67)
Audience Behavior	4 (.04)	14 (.13)	90 (.82)
Writing Menus-- French Déjeuner	17 (.15)	53 (.49)	40 (.36)
Eating Hours--France	28 (.26)	55 (.50)	27 (.24)
French Restaurant	19 (.17)	63 (.58)	27 (.25)
Business Hours, Customs	4 (.04)	58 (.53)	47 (.43)
Television Schedules In France	0 (.00)	5 (.05)	103 (.94)
Christmas in France	12 (.10)	68 (.62)	30 (.28)
Christmas in Quebec	22 (.20)	66 (.60)	20 (.19)
Political Holidays	2 (.02)	47 (.43)	60 (.55)
Lifestyle--French Village	2 (.01)	41 (.38)	67 (.61)
Grocery Shopping-- France	18 (.16)	53 (.49)	38 (.35)
Major Sports--France	3 (.03)	67 (.61)	39 (.36)
Tipping Practices-- France	5 (.05)	36 (.33)	67 (.61)
Type of Housing	2 (.02)	28 (.26)	78 (.71)
"La Cabane A Sucre"	9 (.09)	55 (.50)	44 (.40)
"Tourtière"	22 (.20)	44 (.40)	41 (.38)
"CEGEP"	4 (.04)	17 (.16)	87 (.80)
Franco-Albertain Activities	4 (.04)	37 (.34)	59 (.54)

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

very familiar to their students. Three cultural concepts with a substantial number of teachers checkmarking them as being very familiar to students are: 1) student's name in French (34%), 2) street addresses (26%) and 3) eating hours in France (26%).

Teachers almost unanimously agree that knowledge about television schedules in France (94%) and knowledge about audience behavior at a French play (82%) are unfamiliar concepts in their classes. A large number of teachers (80%) also check awareness of a CEGEP as being unfamiliar. A possible explanation may be that teachers did not understand what the abbreviations stood for.

Other cultural concepts checked by the majority of the teachers as being unfamiliar to their students are: 1) dating practices among French-speaking people, 2) political holidays in Quebec and France, 3) lifestyle of a French village in France, in Quebec, in Alberta, 4) tipping practices -- France, 5) type of housing across social classes in France and Quebec and 6) Franco-Albertain activities.

To summarize, it appears that from the cultural concepts listed in the questionnaire, only the distinction between "tu" and "vous" is judged to be very familiar to students. Ten of the 25 concepts listed are judged to be unfamiliar by the majority of teachers. This is somewhat surprising as these concepts deal with everyday-life

situations which the teachers themselves define as constituting culture.

Table 19 gives a summary of themes and their frequency of usage in the second-language classroom. The three themes with the highest frequencies are: 1) social customs -- France (32%), 2) eating habits -- France (29%) and 3) family relationships -- France (22%). The choice of cultural themes for use in the classroom is consistent with the way teachers define culture; emphasis is placed on everyday-life situations. Teachers rank the study of social customs in Quebec in fourth position (21%) and the issue of bilingualism in Canada in fifth position (19%). It is interesting to point out that in their choice of themes teachers rank knowledge about France above knowledge about Quebec. Table 20 confirms the finding that teachers spend more time in the classroom dealing with the culture of France than with French-Canadian culture. It is noteworthy to point out that few teachers (4%) spend a great deal of time on the teaching of culture in general.

Are Teachers Satisfied with the Handling of the Cultural Component?

The questionnaire items (29, 38, 39) grouped under this heading constitute a reliable measurement of teacher satisfaction with the handling of the cultural component as a relatively high alpha coefficient of .81 was obtained.

TABLE 19

TEACHER RANKING OF THE FOLLOWING THEMES
ACCORDING TO TIME SPENT IN CLASSROOM

FREQUENCIES AND PROPORTIONS

THEMES	FIRST	SECOND	THIRD
Physical geography-France	3 (.03)	6 (.06)	5 (.05)
Physical geography-Quebec	1 (.01)	0 (.00)	2 (.02)
History of France	5 (.05)	3 (.03)	2 (.02)
History of Quebec	3 (.03)	2 (.02)	1 (.01)
French contributions to mankind	0 (.00)	1 (.01)	4 (.04)
Family relationships-France	14 (.13)	7 (.07)	2 (.02)
Family relationships-Quebec	5 (.05)	5 (.05)	1 (.01)
Social customs-France	17 (.16)	9 (.09)	7 (.07)
Social customs-Quebec	5 (.05)	11 (.10)	6 (.06)
Special holidays-France	1 (.01)	8 (.08)	8 (.08)
Special holidays-Quebec	3 (.03)	5 (.05)	3 (.03)
Eating habits-France	12 (.11)	10 (.10)	8 (.08)
Education-Quebec	1 (.01)	0 (.00)	2 (.02)
Education-France	1 (.01)	3 (.03)	5 (.05)
Activities of French people in Alberta	2 (.02)	1 (.01)	2 (.02)
Recreational Activities-France	5 (.05)	2 (.02)	8 (.08)
Recreational Activities-Quebec	2 (.02)	4 (.04)	3 (.03)
Bilingualism in Canada	6 (.06)	4 (.04)	9 (.09)

*Note - 18 (.17) of the respondents answered "none of these applicable" to the above themes. Where the total proportion adds up to less than 100, the discrepancy exists because of omissions. Total number in sample = 110.

TABLE 20

ASSESSMENT BY THE TEACHERS OF TIME SPENT
IN THE CLASSROOM ON CULTURE

PROPORTION OF TOTAL

	LITTLE	MODERATE	A GREAT DEAL
FRENCH-CANADIAN CULTURE	.50	.39	.04
CULTURE OF FRANCE	.41	.49	.04
OTHER	.03		

Total number in sample = 110

Teacher satisfaction with the textbook/program used in regard to cultural content is stated in Table 21. Teachers are asked to evaluate the quantity and quality of cultural content in the textbook/program they are following. As the table indicates, the majority of teachers are somewhat dissatisfied with both the quantity and the quality of cultural content presented in the textbook/program they are using. Only a small number of teachers indicate that the quantity or the quality of cultural content present in the textbook/program is excellent or good. Teachers feel slightly more dissatisfied with the amount of culture available than towards the quality of presentation of cultural content (60% of the teachers indicate dissatisfaction with quantity as compared to 55% for quality).

Teacher satisfaction with the way culture as they have defined it is being taught in their classroom is summarized in Table 22. Opinions are divided in a three-way split. One-third of the teachers (35%) are satisfied with their handling of culture in the classroom. A second group (29%) is dissatisfied while a third group is composed of those who are neutral (18%) and those who omitted the question (17%). This indicates that teachers are unsure of where they stand on the issue or else they find the question threatening.

TABLE 21

TEACHER SATISFACTION WITH TEXTBOOK/PROGRAM
USED IN RELATION TO CULTURE CONTENT

FREQUENCIES AND PROPORTIONS

	QUANTITY	QUALITY
Excellent	2 (.02)	2 (.02)
Good	11 (.10)	15 (.14)
Satisfactory	26 (.24)	28 (.26)
Somewhat Unsatisfactory	50 (.46)	40 (.37)
Inadequate	15 (.14)	19 (.18)

TABLE 22

TEACHER SATISFACTION WITH THE WAY THEY
HANDLE CULTURE IN THEIR CLASSROOM

	Frequency	Proportion of total
Strongly agree	8	.07
Moderately agree	30	.28
Neither agree nor disagree	20	.18
Moderately disagree	24	.22
Strongly disagree	9	.08
Omits	19	.17

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

Teacher suggestions for Cultural Content

The suggestions given by the teachers regarding cultural topics which they would most like to deal with are given in Table 23. It should be noted that approximately one-third (34%) of the teachers did not answer this question. This may have occurred in part because the question was open-ended and thus more demanding to complete. Another point of interest is that not a single cultural topic was chosen by the majority of the respondents as one they would like to deal with. The cultural topic cited by the greatest number of teachers (30%) was music. This is somewhat surprising in view of the finding in Table 10 that teachers generally spend a minimal amount of time on musical activities in the classroom. The five cultural topics most frequently suggested by the respondents are: a) music, b) customs and traditions, c) eating habits, French cuisine, d) history, particularly French-Canadian history, and e) literature, art, theatre. The cultural topics suggested by the teachers do not differ very much from the themes given in The French Curriculum Guide (1974) of the province of Alberta (Table 19). Two of the five topics suggested namely -- social customs and eating habits -- were ranked in the top three themes receiving the most amount of classroom time. This may indicate that teachers are generally satisfied with the curriculum's list of suggested cultural topics. It is noteworthy that in Table 19 few teachers (6%) spend time on

TABLE 23

TEACHER SUGGESTIONS FOR CULTURAL TOPICS

CULTURAL TOPICS	FREQUENCY	PROPORTION OF TOTAL
Bilingualism, political situation--Canada	8	.11
Contributions to mankind by French- speaking people	6	.08
Customs, traditions	18	.25
Eating habits, French cuisine	17	.23
Education	5	.07
Everyday life and activities of French Canadians	11	.15
Family life, relationships	8	.11
Geography	5	.07
History-- (12 of the 16 respondents emphasized French- Canadian history)	16	.22
Holidays	10	.14
Literature, art, theatre	13	.18
Music	22	.30
Sports, leisure activities	9	.12
Youth	5	.07

*Note--37 respondents or .34 of the total number of teachers omitted this item. The total number of teachers responding to this item = 73

the history of Quebec, whereas 16% of the teachers responding to questionnaire item 36 feel that knowledge of French-Canadian history should be included as a cultural topic.

Teacher suggestions for improvements in regard to cultural content are summarized in Table 24. Two interesting findings appear in this table: 1) Teachers would like to see information concerning the way of life of the people, whether it be in France or in French-Canada, increased to a greater extent than information dealing with the cultural achievements of these people. This is consistent with previous findings in the study. 2) The great majority of teachers would like information about French-Canada increased to a greater extent than information about France.

Obstacles in the teachers' view tending to hinder the effective implementation of teaching culture

Information relating to the seventh area of concern is summarized in Table 25. A reliability alpha coefficient of .75 was obtained for this area of concern. The following four obstacles are checked by the greatest number of teachers as hindering to a great extent the effective implementation of a cultural goal in the teaching of French as a second-language: 1) not enough classroom time (60%); 2) lack of preparatory time (55%); 3) lack of adequate

TABLE 24

TEACHER SUGGESTIONS FOR IMPROVEMENTS IN
PRESENTATION OF CULTURAL CONTENT

I would like the amount of--	Proportion of Total		
	To Be Increased	To Remain As Is	To Be Decreased
Information about the way of life in FRANCE	.59	.20	.07
Information dealing with FRENCH (European) cultural achievements such as in literature and the arts	.43	.35	.05
Information about the way of life in French speaking CANADA	.87	.04	.03
Information dealing with FRENCH-CANADIAN cultural achievements such as in literature and the arts	.66	.18	.02
Explanation of cultural content	.61	.13	.02

*Note -- Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.
Total number in sample = 110

TABLE 25

TEACHER PERCEPTIONS OF FACTORS AFFECTING EFFECTIVE
IMPLEMENTATION OF A CULTURAL GOAL

	HINDERS A GREAT DEAL	MODERATELY	LITTLE OR NONE
Not enough classroom time	65 (.60)	31 (.29)	8 (.08)
Lack of adequate resource material	50 (.46)	42 (.39)	9 (.09)
I don't know how to handle culture	7 (.07)	36 (.33)	57 (.52)
Lack of preparatory time	60 (.55)	34 (.31)	8 (.08)
Not familiar enough with French culture	12 (.11)	48 (.44)	41 (.38)
Lack of interest in teaching culture	5 (.05)	17 (.16)	77 (.70)
Lack of student interest in learning culture	7 (.07)	38 (.35)	54 (.50)
Programs not oriented towards a cultural goal	50 (.46)	42 (.39)	10 (.10)
Lack of parent interest in having their children learn about culture	9 (.09)	29 (.27)	56 (.51)
Other	1 (.01)		

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.
Total number in sample = 110.

resource material (46%) and 4) programs not oriented towards a cultural goal (45%). Somewhat surprising is the interest the large majority of teachers have in teaching culture. Seventy per cent of the teachers responding feel that a lack of interest in teaching culture is not an important factor hindering the implementation of a cultural goal in second-language teaching. A fairly large group of teachers (55%) identify not being familiar enough with the French culture in general as hindering the implementation of a cultural goal. This result was to be expected in view of the finding that the majority of teachers display a minimum interest in participating in French culture.

Chapter Five

SUMMARY, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Summary

The purpose of this study was to determine the perceptions French second-language teachers have concerning the whole area of culture as it relates to language teaching. More specifically, the study focused on the following seven areas of concern: 1) the culture-consciousness of the teacher, 2) teacher perceptions of the term "culture", 3) teacher perceptions of the inclusion of a cultural component in second-language teaching, 4) the actual teaching of culture in the classroom, 5) teacher satisfaction with the way culture is handled, 6) teacher suggestions for cultural content and 7) obstacles affecting the teaching of culture.

All the secondary French teachers in the Edmonton Public and Separate School Systems during the 1976/77 school year were eligible to participate in the survey. From the 122 teachers qualifying for participation, 110 completed questionnaires were obtained.

The instrument used in the study was designed by the investigator. The 45 items were geared towards obtaining information about the teachers as well as answers to the

questions raised in the seven areas of concern. A nonparametric statistical procedure was used to obtain frequency counts and proportions for each item of the questionnaire. Items were grouped into sub-tests and reliability coefficient alphas were calculated for four of the areas of concern.

The following main conclusions can be drawn from this study:

1. The majority of teachers do not participate in the cultural life of the people whose language they are teaching.
2. Teachers are slightly more conscious of exposing their students to the French culture than they are of participating in the culture themselves.
3. There is almost unanimous agreement among teachers that culture be defined in the anthropological sense of the term as opposed to the traditional, civilizational sense of the term. Accordingly, the teaching of the outstanding achievements of the French people is considered as secondary to the teaching of the daily lives of the French people.
4. Teachers are committed to the idea that in a second-language program cultural objectives as well as linguistic objectives should be formulated by the classroom teacher and by the Department of Education.
5. Though teachers are committed to a cultural goal, there is no consensus as to the reason(s) why culture should

be included. Opinion is divided among the three following justifications: a) the teaching of culture is fine because it provides a change in routine, b) the teaching of culture is interesting to the student and c) the teaching of culture is vital to the understanding of language.

6. There is no consensus among teachers regarding cultural evaluation in a classroom setting.
7. Though teachers profess an interest in and a certain commitment to a cultural goal, they are not teaching culture as an integral part of their second-language program as evidenced by their evaluation of students' familiarity with the majority of cultural concepts listed under daily activities.
8. Little classroom time is given to the teaching of culture. This is particularly true with respect to French-Canadian culture. Few teachers spend any time familiarizing their students with the activities and the organizations of Franco-Albertans.
9. The cultural themes cited as being most frequently used in the classrooms were the ones dealing with a study of the French people in France rather than in French-speaking Canada. Teachers appear, however, to be gaining sensitivity to the need for an increase in cultural content dealing with French-Canada.
10. Teachers suggest the following five cultural topics as ones which they would most like to deal with had they

all the available time and resource material: a) music, b) customs and traditions, c) eating habits, French cuisine, d) history, particularly French-Canadian history, and e) literature, art, theatre. Teachers would emphasize these topics as they relate to Quebec and France.

11. Teachers are generally dissatisfied with the quantity and the quality of cultural content present in the textbook/programs in use.
12. There is no consensus among teachers regarding satisfaction with the way they teach culture in the classroom.
13. Teachers identify the lack of classroom time, of preparatory time, of adequate resource material and of programs geared towards a cultural goal as main obstacles in the effective implementation of a cultural component.

Implications

The results of this study have implications in four main areas: 1) increased teacher exposure to the target culture, 2) increased teacher training in the teaching of culture, 3) increased precision and clarification of the cultural goal in the French Program of Studies and the French Curriculum Guide and 4) increased resource material and preparatory time for the teacher. Each one of these

areas will be considered for discussion.

For the large majority of secondary French teachers in Edmonton (74%), French is their second language. Though they are linguistically proficient in the language, the results indicate that the teachers are not committed to the cultural expressions or manifestations of the group whose language they are teaching. This implies one of two things. Teachers may prefer to remain as outsiders rather than active participants or they may be unaware of the French cultural organizations and activities in which they can participate. In either case, some attempt must be made to impress upon teachers the importance of knowing, understanding and hopefully appreciating the cultural dimension of the language they are teaching. In a province like Alberta with only 3.2% native French speaking citizens, students may have formed pre-conceived stereotyped impressions of French-speaking people simply through lack of exposure to this cultural group. The teacher, then, has an even greater responsibility for presenting the culture of the French-speaking people. This necessitates awareness by teachers about the cultural manifestations, activities and organizations of the people in the target language. How can a teacher adequately represent a culture if he does not know the culture? It is difficult to teach culture if cultural patterns, attitudes, values, and customs of that society are unknown. One implication may be that all future teachers specializing in

the teaching of a second language should spend a certain period of time immersed in the target language and culture in order to gain cultural awareness and knowledge. More programs in the nature of "The Jonquière Project" (a four-week French-Canadian immersion program for future French teachers) may be appropriate for increasing cultural awareness and appreciation. As well, teacher in-service days, workshops, conferences and perhaps even immersion weekends could be organized where teachers would be exposed to French-Canadian and especially French-Albertan activities and organizations.

From the results of this study, teachers would appear to be inconsistent in what they agree to in theory and what they actually do in the classroom. There is general consensus as to what culture should consist of in second-language teaching; there is interest in teaching culture, and yet few cultural concepts or activities are being dealt with by the teachers. This implies that teachers do not in reality perceive the teaching of culture as an integral part of language teaching. They consider the teaching of culture as an aside, something to be added to the regular program if time permits. Teachers identify the main obstacle to the effective implementation of the teaching of culture as the lack of classroom time. A finding of this study which is not directly related to the seven areas of concern but which illustrates the emphasis teachers place on the teaching of culture in relation to the teaching of

the four skills of the language is brought out in Table 29, Appendix D. The results indicate that teachers rank the learning of the four skills of the language ahead of the teaching of culture. This indicates a serious shortcoming in teacher education.

Teachers may not be dealing with the cultural concepts implicit in the textbooks in use because they are unsure as to how the teaching of culture should be approached. This could imply that training in cultural analysis would be helpful to the teacher. Instructional materials to help teachers know about, analyze, and teach culture in the foreign language in which they will be giving instruction should be a required part of a second-language teacher training program. Since many textbooks or programs do not deal with culture in an explicit manner, teachers will have to be given training in discovering the cultural content embedded in the language content of the program he is required to teach. If we expect our teachers to have cultural sophistication as well as linguistic sophistication, we should provide them with the opportunity of acquiring these skills. Thus, a second implication is that methodology courses offered at the university level as well as in-service workshops should provide teachers with the opportunity of gaining knowledge in how to teach culture. This of course presupposes that the teacher is familiar with the target culture. Courses in culture outlining the cultural patterns, the daily-life activities

and the cultural heritage characteristic of the group of people whose language is being taught may have to be included in the program of studies of teachers of a second language. As culture is continually evolving, this holds implications for the retraining of teachers. They must be informed as to what constitutes typical up-to-date cultural patterns so as to portray an authentic picture of that culture.

Culture should be recognized as a specific goal from the early phases of language instruction onward, with all that this implies in terms of the preparation of materials, the training and retraining of teachers, classroom procedures and measurement. It is the sociocultural aspects of the second language which are likely to attract the interest of the students more than the purely linguistic aspects. If students must wait till Levels III and IV to be given cultural information, it is no wonder that many do not study the second language more than a year or two. By dropping out early, many second-language students miss achieving an understanding of the cultural context of the language they have studied. For this reason, the teaching of language-in-culture should not be postponed.

A third implication is the immediate need for a specification of the cultural goal in the Alberta French Program of Studies and the French Curriculum Guide. There is a need for the clarification of cultural objectives for

the teaching of French as a second language. Though teachers generally agree that there is a need to formulate cultural as well as linguistic objectives, there is no consensus as to the reasons why culture should be taught in a second-language program. As well, the precise identification of the French-Canadian culture as the target culture when teaching language-in-culture needs to be emphasized. In the past, the cultural content present in a textbook/program generally stressed the culture of France. This is not to say that attention to the teaching of the culture of France should be minimized but that emphasis should be placed on acquiring knowledge and understanding of the French culture in Canada. A finding of this study (Table 24) was that teachers are sensitive to the need for more cultural information about French Canada. In view of this, some consideration should be given to the development of a rationale establishing the purpose of teaching French as a second language in the Alberta context.

A fourth implication is that more specific help must be given to the teachers in the provision of resource materials and preparatory time to achieve a cultural goal. Particular attention should be given to the development of resource material dealing with French-Canadian culture. There is near unanimous agreement among the teachers (87%) in their suggestions for improvements in presentation of cultural content that information about the way of life in French-speaking Canada be increased. As the teachers are

not spending a great deal of time in the classroom teaching French-Canadian culture, this may imply that there is a lack of resource material dealing with the culture of French Canada. As well, tests in the field of cultural evaluation should be made more accessible to teachers. One of the findings of the study is that teacher opinion is divided regarding cultural evaluation. It may be that there is a lack of consensus among teachers in this area because they are unsure as to how an evaluation of the cultural understanding and appreciation of their students can be carried out. This indicates the importance of teacher training in the area of the teaching of language-in-culture but it also implies that tests in the field of cultural evaluation should be made available. Another implication is that teaching dialogues be prepared basing them not only upon basic matters of linguistic structure and semantics but equally upon situations that are authentic and important in the target culture.

Though teachers state that a lack of preparatory time is an obstacle hindering the teaching of culture, it cannot be considered as a prime reason for the lack of attention given to the cultural dimension of language learning. An increase in preparatory time may not necessarily lead to an increase in the inclusion of cultural content in the classroom. The teaching of language-in-culture depends primarily on whether the teacher knows the target culture, whether he is trained to teach the target culture, whether

he is committed to the idea that language is a component part of culture and whether cultural goals and objectives have been precisely laid out. It is only when these factors are taken into account that an increase in preparatory time will lead to an increase in the teaching of language-in-culture.

Suggestions for Further Research

On the basis of the findings of the present study, the following areas would appear to be particularly appropriate as the focus of further research:

1. Similar studies could be conducted in other areas of Alberta. The rural as opposed to the urban setting may affect teacher perceptions with respect to the teaching of language-in-culture.
2. A similar study could be conducted among elementary French teachers. These teachers may have different perceptions of the teaching of language-in-culture.
3. A similar research could be conducted to determine how teachers of French as a first language in Alberta perceive the whole area of culture.
4. The instrument used in this study could be refined so as to constitute a standardized instrument for assessing teacher perceptions of the inclusion of a cultural goal in second-language teaching.
5. It would be interesting to determine whether teachers whose mother tongue is French perceive the whole area

of culture as it relates to language teaching in a significantly different manner than those teachers for whom French was learned as a second language. More specifically, extent of usage of French could be considered as a variable affecting perceptions in each of the seven areas of concern discussed in the study.

6. A study could be performed to determine whether the amount of time spent teaching French affects teacher perceptions of the relationship of culture and language teaching. Teaching French on a full-time basis as opposed to a half-time basis or less may affect perceptions.
7. It would be interesting to determine whether students exposed to the learning of culture as an integral part of the learning of the linguistic aspect of the language achieve greater gains in communicative type situations, in cultural awareness, knowledge and appreciation than those students learning only the linguistic aspect of the second-language.
8. Cultural modules could be developed based on the cultural topics which the teachers state they would most like to present to their students.

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APPENDIX A**Letters Accompanying Questionnaires**

3452-87street
Edmonton, Alta
January 4, 1977

Dear Teacher:

As a graduate student at the University of Alberta, I have undertaken to write a thesis on "Teacher Perceptions of the Cultural Goal in Second-Language Teaching." My study will be carried out amongst the Edmonton teachers. However, for my results to be valid I must pilot my questionnaire. I have received approval from Ms. Patricia Klinck, Supervisor, Second Languages of the Calgary Board of Education and from Mr. J.J. Nearing, Co-ordinator, Secondary Education, of the Calgary Catholic School Centre to have my questionnaire answered by a group of Calgary teachers. You are free to co-operate or not co-operate with me in this project. Needless to say, I need your help and co-operation. I realize that there are many demands made on a teacher's time and I regret having to ask you to fill out "another" questionnaire. I do feel, however, that by your answers to such a questionnaire some insight may be gained as to how you, the teacher, perceive some key issues in second-language teaching. Please be as frank as possible in your answers, as only in this way can we get a true idea of how the teacher feels.

I am interested not so much in how you answer the questionnaire but in your reactions to each item. Please feel free to write your comments in the margins anywhere on the questionnaire. I would appreciate it if you would indicate whether any of the questions were ambiguous, repetitive, threatening, etc. Also whether you felt that some questions should have included other choices and specify what you think they should be or whether some choices should have been omitted. Please mark not applicable (N/A) beside those questions not pertinent to the Calgary situation.

Please be assured that your answers will remain confidential. I have included a self-enclosed stamped envelope with my home address. Should you choose not to answer the questionnaire, please return it to me. I would appreciate having the questionnaires returned by January 17, 1977.

Thank-you for your help and co-operation.

Yours sincerely,

Claudette Tardif

Edmonton, Alberta
February 2, 1977

Dear Teacher:

As a graduate student at the University of Alberta, I have undertaken to write a thesis on "Teacher Perceptions of the Cultural Goal in Second-Language Teaching." I have received approval from both the Edmonton Public School System and the Edmonton Catholic System to distribute the questionnaire to all teachers who teach French as a second-language from grades seven to twelve. Needless to say, I need your help and co-operation. I realize that there are many demands made on a teacher's time and I regret having to ask you to fill out "another" questionnaire. I do feel, however, that by your answers to such a questionnaire some insight may be gained as to how you, the teacher, perceive some key issues in second-language teaching. Please be as frank as possible in your answers as only in this way can we get a true idea of how the teacher feels. Any comments you wish to make will be appreciated.

Please be assured that your answers will remain confidential and the information you give will be used only for the purposes of this research.

To facilitate the return of the questionnaires both for yourself and myself, I would ask that you enclose the questionnaire in the envelope provided, seal it, and leave it with your school secretary. Either myself or an assistant will come by on February to pick up the questionnaire.

Y Thank-you for your help and co-operation.

Sincerely yours,

Claudette Tardif
Department of Secondary
Education
University of Alberta

Edmonton, Alberta
February 2, 1977

To the Principal:

I have received notification from Mrs. Anne Pura, Edmonton Separate School Board, that approval has been granted to my research request for a questionnaire to be answered by the French teacher(s) in your school. Could you please distribute the questionnaire to your French teachers (grade levels seven to twelve) along with the accompanying letter and envelope. To facilitate the return of the questionnaires both for the teachers and myself, I would ask that the teachers enclose the questionnaire in the envelope provided, seal it, and leave it with the school secretary. Either myself or an assistant will come by on February to pick up the questionnaire.

Thank-you for your help and co-operation.

Sincerely yours,

Claudette Tardif
Department of Secondary
Education
University of Alberta

APPENDIX B**QUESTIONNAIRE REVISIONS AFTER THE PILOT
ADMINISTRATION**

Suggested Questionnaire Revisions after Pilot
Administration

The following suggestions were made by Calgary teachers and were incorporated into the final draft of the instrument:

1. Item 9 should have an f) category added. It would read:
"Have you ever organized or participated as a chaperone in a student voyage to an area where French is spoken as the native language? (please specify)?"
2. Items 16 and 18 asking teachers to list the 'best' newspapers, magazines, films and filmstrips received in their classroom should be modified to read: " The best from the point of view of teaching culture".
3. A definition of the term monitor should be included in item 20 so as to make sure that everyone comprehends the term.
4. Item 17 should include an estimate by teachers of the number of hours per week they watch English television programs as well as French television programs.
5. Item 24 should be revised completely as the teachers in the pilot felt that it brought out the biases of the investigator. The original statement read: "It is difficult to teach language without teaching the culture of the people whose language is being taught". It should be changed to: "When formulating second-language goals for his classroom, a teacher should include provision for the

- teaching of culture along with the teaching of the skills of the language.
6. The words "learning about" should be added to items 25 b) and 25 e).
 7. Item 27 should be rephrased from "Do you feel that teaching the culture of the language being studied" to "How do you feel about teaching the culture of the language being studied?".
 8. Item 29 should be altered from: "I feel that the cultural goal of second-language teaching (French) is presently being well covered in my classroom " to: " I am satisfied with the way culture as I have defined it in Question 23 is being taught in my classroom".
 9. Item 30 was not contained in the pilot questionnaire. The respondent felt that more information was needed in order to determine how teachers specifically approached the teaching of culture in the classroom.
 10. Item 33 should be revised to include a j) and k) category.
 11. Item 36 was added to the final drafting of the instrument. The original questionnaire did not ask teachers to suggest cultural topics. As this was an area of concern which the investigator wanted to deal with, it was added.
 12. The original questionnaire had an item which dealt with what variation of French culture (France, Quebec, Franco-Albertain, French-Canadian) teachers felt should be given emphasis in the classroom. It was deleted as it was felt

that this same information was being asked for in item 41.

13. Item 37 should be revised to include only a) French-Canadian culture, b) culture of France and c) Other. The original questionnaire distinguished in addition to the above between Franco-Albertain culture, French-Canadian culture and Québécois culture.

APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE

Please place an X beside the appropriate answer(s). In some cases, more than one answer may be applicable. PLEASE RESPOND TO ALL QUESTIONS.

1. Sex:

----a) Male

----b) Female

2. In what age bracket, do you belong:

----a) 20-29 ----b) 30-39 ----c) 40-49

----d) 50-59 ----e) 60-65

3. At what grade levels, do you teach French? Please indicate all grades in which you presently teach French.

----a) grades 4-6

----b) grade 7

----c) grade 8

----d) grade 9

----e) grade 10

----f) grade 11

----g) grade 12

4. In your French classes, which program(s) do you use?

----a) Voix et Images de France

----b) Ecouter et Parler

----c) Le Français par Objectifs

----d) J'Ecoute, Je Parle

----e) Chez les Français

----f) Le Français International

----g) Ce Monde des Français

----h) Other--please specify

5. On what basis, are you presently teaching French?

----a) full time basis

----b) 3/4 time basis

----c) 1/2 time basis

----d) 1/4 time basis

6. How many years have you been teaching French as a second language?_____

7. What is the extent of your usage of French?

----a) mother tongue--language spoken at home as a child and still understood and spoken.

----b) second language--language learned at school or at university but NOT spoken at home.

----c) second language--language learned at school or at university and NOW spoken at home.

8. What is your level of proficiency in each of these skills:

	Very Proficient	Proficient	Weak
a) Understanding French	----	----	----
b) Speaking French	----	----	----
c) Reading French	----	----	----
d) Writing French	----	----	----

9. Please place an X in the appropriate column. Where you have put an X under YES, please indicate length of stay.

	Yes	No	Length of Stay
a) Have you ever been to France?	---	---	----
b) Have you ever been to the province of Quebec?	---	---	----
c) Have you ever lived in a French speaking community in Alberta? (please specify)	---	---	----
d) Have you ever lived in a French speaking community in Canada? (please specify)	---	---	----
e) Have you ever been to any other part of the world where French is spoken? (please specify)	---	---	----
f) Have you ever organized or participated as a chaperone	---	---	----

in a student voyage to
an area where French is
spoken as the native language?
(please specify)

10. Please identify the year in which you last took a French methods course for which university credit was granted. _____

11. Place an X under Yes or No

a) Do you have any French speaking friends with whom you converse? Yes NO

b) How often do you converse with them in the course of a month? -----

12. Do you participate in any of the activities of the following organizations? Place an X by your choice(s).

----a) Le Conseil Français ----b) L'Alliance Française

----c) Le Théâtre Français ----d) French choirs

-----e) Modern Language Council

----f) L'Association Canadienne-Française de l'Alberta

-----g) Any other--please specify

-----h) None of these

13. In which of the following, do you presently hold a season-ticket?

-----a) Le Théâtre Français

-----b) The Citadel

---c) Edmonton Opera Association

-----d) Edmonton Symphony Society

-----e) None of these

14. Estimate the number of French magazines, newspapers, journals you presently receive in your home. _____

List them (no more than five)

15. Estimate the number of hours per week that you listen to CHFA, the French radio station.

16. How many French newspapers, Journals, magazines do you order for your French classes in the course of a year?

List the ones that in your opinion are the best from the point of view of teaching culture (no more than five).

17. Estimate the number of hours per week that you watch
a) French television programs? _____

b) English television programs? _____

18. Estimate the number of French films or filmstrips that you order for your French classes in the course of a year. (Do not include those which are part of the program which you are presently teaching). _____

List the films or filmstrips that in your opinion are the best from the point of view of teaching culture (no more than five).

19. Estimate the no. of occasions in the course of a month that your French classes:

	No. of times
a) listen to modern music from France	_____
b) listen to modern music from Quebec	-----
c) listen to folk songs from France	-----
d) listen to folk songs from Quebec	-----
e) listen to French-Albertan performers	-----
f) sing songs from France	-----
g) sing songs from Quebec	-----
h) write their own songs in French	-----

20. To what extent, do you agree or disagree with the following statement: Having a French-speaking monitor in a second-language classroom would be beneficial to students in learning the French language and culture. (A monitor is defined as a full-time university student studying in a host province and working part-time in the host province under the direction of a regular second-language teacher).

-----a) Strongly agree

- b) Moderately agree
- c) Neither agree nor disagree
- d) Moderately disagree
- e) Strongly disagree

21. To what extent, do you agree or disagree with the following statement: Having French-speaking parents in a second-language classroom would be beneficial to students in learning the French language and culture.

- a) Strongly agree
- b) Moderately agree
- c) Neither agree nor disagree
- d) Moderately disagree
- e) Strongly disagree

22. Below is a list of some of the things that students learn about when they study French. Place the number 1 beside the reason that you, the teacher feel is the MOST important, a 2 beside the second most important reason, then a 3 and so on. The number 5 should be placed beside the choice that you feel is the LEAST important reason for students learning French.

- a) to be able to write the language
- b) to be able to speak the language
- c) to be able to learn about and understand the people who use that language
- d) to be able to understand the language
- e) to be able to read the language

23. In relation to second language teaching, culture, to me, means:

24. To what extent do you agree or disagree with the following statement: When formulating second-language goals for his classroom, a teacher should include provision for the teaching of culture along with the teaching of the skills of the language.

- a) Strongly agree
- b) Moderately agree
- c) Neither agree nor disagree
- d) Moderately disagree
- e) Strongly disagree

25. Please rank the following definitions of culture according to the focus given them by you, the teacher in your classroom. Place the number 1 beside the choice which you feel is the MOST representative of what you do in the classroom, a number 2 beside the next most representative, then a number 3, and a number 4 beside the choice which you feel is the LEAST representative of what you do in the classroom.

- a) to study and discuss the literature, art, music of the French-speaking people.
- b) to study and discuss the technical and scientific achievements of the French-speaking people.
- c) to study and discuss the daily-lives of the French speaking people.
- d) to study and discuss the history, tradition and folklore of the French-speaking people.

26. Please rank the following classroom activities according to the amount of time you, the teacher, spend in the classroom on them. Place the number 1 beside the choice which best indicates what you spend the MOST time on, the number 2 beside the next activity and so on. The number 6 should be placed beside the activity on which you spend the LEAST amount of time.

- a) listening skills
- b) learning about the daily activities of the French-speaking people
- c) writing
- d) oral production

- e) learning about the literature, architecture, scientific achievements of the French-speaking people
- f) reading

27. How do you feel about teaching the culture of the language being studied: (place an X by your choice)

- a) It is fine, --gives the student a break once in a while from the regular routine
- b) It is interesting to the student
- c) It is vital to the understanding of the language
- d) It should be minimized so as to concentrate on the other skills
- e) other (specify)

28. There are many reasons for studying French. Which of these reasons do you see as being important for STUDENTS studying French. Please indicate 3 choices. Write the number 1 beside the reason you see as being the MOST important, the number 2 next, and the number 3 beside the reason you see as being the THIRD MOST important.

- a) Students will be able to get better jobs in life if they have a knowledge of French.
- b) We are a bilingual country, therefore everyone should know both of Canada's official languages.
- c) Students will be better able to understand and appreciate the people whose language and culture is French.
- d) Learning another language is a form of mental exercise. It sharpens the mind.
- e) Students will be able to communicate with native speakers of the French language.
- f) The learning of another language, be it French or any other will make students appreciate and understand their own language better.
- g) The ability to speak another language (French) makes travel in French-speaking countries more pleasurable.
- h) Other--please specify and rank

29. To what extent, do you agree or disagree with the following statement: I am satisfied with the way culture as I have defined it in Question 23 is being taught in my classroom.

- a) Strongly agree
- b) Moderately agree
- c) Neither agree nor disagree
- d) Moderately disagree
- e) Strongly disagree

30. Which of the following choices best represents the way you approach the teaching of culture in your classroom. Place the number 1 beside the choice which is the MOST representative of what you do, then the number 2 followed by the number 3. The number 4 should be placed beside the choice which is the LEAST representative of the way you approach the teaching of culture.

- a) As points arise in the basic dialogue sentences, I explicitly talk about the cultural implications inherent in the dialogue.
- b) I have a list of cultural topics which I build into my daily lesson from time to time.
- c) Occasionally, I show a film, filmstrip, etc. which presents an aspect of French culture.
- d) I choose a cultural theme and then structure dialogues to be learned around that theme.

31. To what extent, do you agree or disagree with the following statement: The Department of Education should include cultural objectives when formulating French curriculum guides.

- a) Strongly agree
- b) Moderately agree
- c) Neither agree nor disagree
- d) Moderately disagree
- e) Strongly disagree

32. If you were the one writing a curriculum guide for French as a second-language, there would undoubtedly be some areas you would stress more than others. Rank the

importance of THREE of the following by placing the numbers 1, 2 and 3 according to the stress you feel they should be given in curriculum guides. The number 1 should be placed beside the area which you feel should receive the MOST stress, the number 2 beside the next, and the number 3 beside your third choice.

----a) stress grammar

----b) stress the study of the daily lives of the French speaking people

----c) stress reading

----d) stress the interrelationship between language and culture

----e) stress listening

----f) stress writing

----g) stress speaking

----h) stress the study of the best achievements in art, music, history, literature, etc. of the French speaking people.

----i) other (please specify)

33. To what extent, are the students in your French classes involved in the following activities. Place an X in the appropriate column.

	Never	Sometimes	Often
a) Read about the daily lives of French speaking people.	----	----	----,
b) Watch films, filmstrips, or television programs about French people.	----	----	----
c) Study the history of French speaking people.	----	----	----
d) Read about the art, music, and literature of French speaking people.	----	----	----
e) Watch films about the art, music and literature of French people.	----	----	----

	Never	Sometimes	Often
f) Talk to a French speaking person about his or her life.	----	----	----
g) Listen to you, the teacher talk about the daily lives of French speaking people.	----	----	----
h) Exchange letters with someone who lives in Quebec or in a country where people speak French.	----	----	----
i) Use VTR, television programs or radio transcripts as starting points for discussion in French.	----	----	----
j) Role-play situations in French	----	----	----
k) Write a report, newspaper article on an aspect of French culture.	----	----	----
l) Other (please specify)			

34. Please indicate whether students in your French classes are Very Familiar, Somewhat Familiar or Unfamiliar with each of the following areas. Place an X in the appropriate column.

	Very Familiar	Somewhat Familiar	Unfamiliar
a) Use of "tu" and "vous" in appropriate social situations	----	----	----
b) Comparison of a Canadian family holiday with one in France	----	----	----
c) The student's name counterpart in French	----	----	----
d) Titles of address and respect among French speakers	----	----	----
e) Street addresses converted to French style	----	----	----
f) A typical school day in France, Quebec, Alberta	----	----	----
g) Dating practices among French speaking people	----	----	----

	Very Familiar	Somewhat Familiar	Unfamiliar
h) Audience behavior at a French play	----	----	----
i) Writing menus for a representative French "déjeuner"	----	----	----
j) Eating hours in France	----	----	----
k) Menus in a French restaurant	----	----	----
l) Business hours and customs in France, Quebec	----	----	----
m) Daily television schedules of viewers in France	----	----	----
n) Christmas celebrations in France	----	----	----
o) Christmas celebrations in Quebec	----	----	----
p) Political holidays in Quebec, France	----	----	----
q) Lifestyle of a small French village in France, in Quebec, in Alberta	----	----	----
r) Grocery shopping in France	----	----	----
s) Major sports in France	----	----	----
t) Tipping practices in France	----	----	----
u) Representative low, middle and upper-class houses in France, Quebec	----	----	----
v) "La Cabane a Sucre"	----	----	----
w) Une "tourtière"	----	----	----
x) A "CÉGEP"	----	----	----
y) Organizations and activities of the	----	----	----

French speaking people of Alberta

35. Please rank the following themes according to amount of classroom time spent on them. Place the number 1 beside the theme which you spend the MOST amount of time on, the number 2 beside the theme which you spend the next most amount of time on, the number 3 beside the next one. IDENTIFY ONLY THREE THEMES--with a 1,2 or 3 based on amount of time spent on them in class. If none of the themes are applicable, checkmark the last entry--"none of these applicable" and identify what areas you spend the most amount of time on in your classroom.

- a) physical geography of France
- b) physical geography of Quebec
- c) history of France
- d) history of Quebec
- e) contributions to mankind by the French speaking people in science, medicine, art, literature, etc.
- f) family relationships in France
- g) family relationships in Quebec
- h) social customs in France
- i) social customs in Quebec
- j) special holidays in France
- k) special holidays in Quebec
- l) eating habits in France
- m) education in Quebec
- n) education in France
- o) activities of the French speaking people in Alberta
- p) recreational activities--sports, popular music, films in France
- q) recreational activities in Quebec
- r) political situation of bilingualism in Canada
- s) none of these applicable

36. List three cultural topics which you, the teacher, would like to deal with in your classroom had you all the available resources, time etc.

37. By placing an X in the appropriate column, please indicate the amount of time you PRESENTLY spend in your French classrooms on:

	Little	Moderate	A Great Deal
a) French-Canadian culture	----	----	----
b) Culture of France	----	----	----
c) Other (please specify)			

38. In the textbook/program, you are following, do you feel that the AMOUNT of culture content given is:

- a) more than adequate
- b) good
- c) satisfactory
- d) somewhat unsatisfactory
- e) totally inadequate

39. In the textbook/program, you are following, do you feel the QUALITY of presentation of cultural content is:

- a) excellent
- b) good
- c) satisfactory
- d) somewhat unsatisfactory
- e) inadequate

40. Do you consider the culture content given in the textbook/ program, you are following, to be explicit enough? (place an X under Yes or No)

Yes	No
---	---

41. If you had a chance to suggest improvements for presentation of cultural content which of these responses would you place an X by.

I would like the amount of--

To Be To Remain To Be
Increased As Is Decreased

- | | | | |
|--|------|------|------|
| a) information about the way of life in FRANCE | --- | ---- | ---- |
| b) information dealing with FRENCH (European) cultural achievements such as in literature and the arts | ---- | ---- | ---- |
| c) information about the way of life in French speaking CANADA | ---- | ---- | ---- |
| d) information dealing with FRENCH-CANADIAN cultural achievements such as in literature and the arts. | ---- | ---- | ---- |
| e) explanation of cultural content | ---- | ---- | ---- |
| f) other suggestions (please specify) | | | |

42. When speaking about culture to your students do you speak?

- a) all the time in French
- b) most of the time in French, but some of the time in English
- c) most of the time in English, but some of the time in French
- d) all the time in English

43. To what extent, do you agree or disagree with the following statement: Teachers should evaluate the cultural understanding and appreciation of their students.

- a) Strongly agree ----d) Moderately disagree
- b) Moderately agree ----e) Strongly disagree
- c) Neither agree nor disagree

44. Please indicate how you feel each of the following statements affects the effective implementation of a cultural goal in your teaching of French as a second language. Place an X in the appropriate column for all choices from a to j.

	HINDERS		
	A Great Deal	Moderately	Little Or None
a) not enough classroom time	----	----	----
b) lack of adequate resource material	----	----	----
c) I don't know how to handle culture	----	----	----
d) lack of preparatory time	----	----	----
e) I am not familiar enough with the French culture in general to be able to deal with it in the classroom	----	----	----
f) Lack of interest in teaching culture	----	----	----
g) lack of interest on student's part in learning about culture	----	----	----
h) programs not oriented towards a cultural goal	----	----	----
i) lack of interest on parent's part in having their children learn about culture	----	----	----
j) other (please specify)			

45. Comments (please feel free):

APPENDIX D

**Information from Questionnaire Items Not Included
in the Seven Areas of Concern**

TABLE 26
TEACHER PERCEPTIONS OF THE IMPORTANCE
OF STUDENTS STUDYING FRENCH

FREQUENCIES AND PROPORTIONS

REASONS FOR STUDYING FRENCH	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE
Opportunity for better jobs	6 (.06)	7 (.07)	9 (.09)
Canada is a bilingual Country	12 (.11)	9 (.09)	16 (.15)
Increased understanding and appreciation of the French people	27 (.25)	30 (.28)	16 (.15)
Good mental exercise	7 (.07)	8 (.08)	7 (.07)
Increased communication with native speakers	20 (.19)	21 (.20)	10 (.10)
Increased knowledge of one's native language	14 (.13)	13 (.12)	22 (.20)
Travel in French-speaking countries is more pleasurable	8 (.08)	12 (.11)	18 (.17)
Other	14 (.13)	2 (.02)	3 (.03)

TABLE 27

TEACHER RANKING OF THE FOLLOWING GIVEN
REASONS FOR STUDENTS LEARNING FRENCH

REASONS FOR STUDENTS LEARNING FRENCH	PROPORTIONS				
	1 MOST IMPORTANT	2	3	4	5 LEAST IMPORTANT
To be able to write the language	.00	.01	.10	.36	.46
To be able to speak the language	.33	.50	.11	.00	.00
To learn about and understand the French people	.15	.13	.24	.06	.35
To be able to understand the language	.48	.29	.15	.01	.01
To be able to read the language	.00	.04	.32	.49	.07

TABLE 28

LANGUAGE SPOKEN BY TEACHER WHEN
DISCUSSING CULTURE

	FREQUENCY	PROPORTION OF TOTAL
All in French	5	.05
Mostly in French	43	.40
Mostly in English	56	.50
All in English	5	.05
Total number in sample = 110		

TABLE 29
TEACHER RANKING OF THE FOLLOWING CLASSROOM ACTIVITIES
ACCORDING TO THE AMOUNT OF CLASSROOM TIME
SPENT ON THEM

	PROPORTION OF TOTAL					
	1 MOST TIME	2	3	4	5	6 LEAST TIME
Listening Skills	.42	.44	.08	.02	.02	.00
Learning the daily activities of French people	.00	.01	.13	.17	.64	.01
Writing	.01	.11	.47	.32	.07	.00
Oral production	.55	.40	.01	.02	.00	.00
Learning the best achieve- ments of French people	.00	.00	.00	.01	.05	.90
Reading	.00	.02	.32	.43	.18	.03

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110

TABLE 30

TEACHER RANKING OF THE FOLLOWING AREAS
OF STUDY IN SECOND-LANGUAGE TEACHING
WHICH SHOULD BE STRESSED
IN CURRICULUM GUIDES

PROPORTION OF TOTAL

A French curriculum guide should stress:	1 MOST STRESS	2nd MOST STRESS	3rd MOST STRESS
Grammar	.05	.10	.13
The study of the daily-lives of French people	.01	.04	.10
Reading	.01	.10	.23
The interrelation between language and culture	.04	.08	.20
Listening	.25	.29	.02
Writing	.01	.07	.14
Speaking	.60	.26	.05
The study of the best achievements of French people	.00	.01	.01

*Note - Where the total proportion adds up to less than 100, the discrepancy exists because of omissions.

Total number in sample = 110